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ABSTRACT

To make Head Start studies more accessible and to inform concerned audiences about major findings in the research, this volume provides a review of 124 Head Start studies published since 1970 and presents an annotated bibliography containing 1,448 entries on Head Start research undertaken since 1965. The literature review summarizes findings related to the impact of Head Start on children's cognitive, emotional, and social development; on children's health and families; and on the community. Included in the review are tables indicating results of longitudinal and follow-up Head Start studies showing Head Start/control comparisons through second grade by measure and through high school by measure. The annotated bibliography is arranged mainly in alphabetical order by principal author. Co-author, title, and subject indexes are included. Many of the entries are available through the ERIC system. (RH)

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A REVIEW OF HEAD START RESEARCH SINCE 1970

and an annotated bibliography of the head start research since 1965

PS 014624

A REVIEW OF HEAD START RESEARCH SINCE 1970

AND

AN ANNOTATED BIBLIOGRAPHY OF THE HEAD START RESEARCH SINCE 1965

HEAD START EVALUATION, SYNTHESIS
AND UTILIZATION PROJECT

Contract No. 105-81-C-026

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PREFACE

Hundreds of articles, papers and books on Head Start programs have been produced since the project's inception in 1965. This bibliography and the literature review were assembled to make Head Start studies more accessible to researchers and to inform policymakers, Head Start program staff, and others about the major findings included in this body of research. The bibliography and the literature review constitute an update of A Review of Head Start Research Since 1969 and an Annotated Bibliography assembled by The George Washington University in 1975. The overall results of that earlier review are supported by the updated review presented in this document. This work was performed by CSR, Incorporated under the Head Start Evaluation, Synthesis and Utilization Project (Contract No. 105-81-C-026).

The review of the literature was restricted to the time period 1970 to the present. This was purposely done so that the review would focus on Head Start as it operates currently under the aegis of the performance standards and program improvements made in the early 1970's. The review of the literature summarizes the findings related to the impact of Head Start on:

1. The cognitive development of children;

2. The emotional and social development of children;

3. The health of children;

4. The families of participating children; and

5. The community.

In selecting documents for the bibliography, priority for inclusion was given to works that:

1. Present qualitative or quantitative data about Head Start or any of its experimental programs;

2. Reanalyze Head Start data;

3. Review and synthesize Head Start findings;

4. Criticize or defend Head Start findings;

5. Describe specific Head Start programs and processes.

Occasionally, "editorial-" or "policy-" type works were included when they addressed fundamental issues of interest to researchers. Works not included in the bibliography are preschool advocacy articles, newspaper-type summaries of studies, training manuals, and studies about preschool programs outside of Head Start (unless Head Start is included along with the non-Head Start preschool).

This book is divided into two parts. Part I presents the review of the literature since 1970. The full citations and abstracts for all references to the literature contained in this review are included in the annotated bibliography. References included in the review can be linked to the full citation in the bibliography by author, by item number, and by a unique identification number which is listed either as an ED or HS number. Part II of the book, the annotated bibliography of the Head Start research since 1965, includes six sections in the following order:

1. An introduction which explains the methodology used to develop the bibliography and a discussion of the arrangement of the bibliography;

2. The annotated bibliography itself which includes 1,448 documents;

3. The co-author index which enables the reader to link various parts of a study which appear as different documents, often produced by different authors;

4. The index of studies which links major studies by their most familiar name with the name of the corporate or organizational author;

5. The explanation of the subject index which defines subject codes and the codes used to identify availability of the documents included in the annotated bibliography;

6. The subject index which identifies all of the documents in the annotated bibliography by a unique item number and links each to the major subject codes used to index the literature data base.

A bibliography is always outdated before it goes to press. Ongoing research and recently completed study reports and related documents are not available. In addition, there are bound to be some studies which have escaped our intensive search. If there are any Head Start studies not included in this bibliography, please bring them to our attention; the bibliography will be updated in early 1984. The more complete this document is, the more valuable it will be to researchers, policymakers, and program operators.

CSR, Incorporated is grateful to the many Head Start grantee and delegate agency staff who helped us to identify many of the locally conducted and unpublished studies. We also express our appreciation to the staff of the Administration for Children, Youth and Families, particularly to Dr. Raymond Collins and Mr. Dennis Deloria, who provided us with insightful direction as well as support and encouragement of our independent judgment. The authors extend their appreciation to other key contractor staff including Ms. Adelle Harrell, Ms. Harriet Ganson, Dr. Gerald Williams, Ms. Fran Oscar, Ms. Margo Ross, Mr. Doug Parrish, and Dr. Stephan Schneider, who made significant contributions to several critical phases of this project.

Sherrie S. Aitken, D.P.A.
Project Director

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PART I

A REVIEW OF HEAD START RESEARCH SINCE 1970

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INTRODUCTION

The launching of Head Start in 1965 initiated a unique effort to provide low-income children with a comprehensive developmental intervention program involving their parents and the community.[1] The program was designed to focus not only on cognitive development but on the whole child--his or her social, emotional, and physical well-being. Goals were established to serve parents and to involve them in the program. Control of the programs was placed at the community level to enhance responsiveness to local community needs.[2]

This report addresses five major questions about the impact of Head Start:

1. What impact does Head Start have on the cognitive development of children?
2. What impact does Head Start have on the emotional and social development of children?
3. What impact does Head Start have on child health?
4. What impact does Head Start have on the families of participating children?
5. What impact does Head Start have on the community?

Research on the impacts of Head Start began with the implementation of the program and generally centered around the question "Does it work?" As Head Start has evolved over the years so has the research on its impacts. Interest in social, emotional, physical and parental impacts has grown, and although cognitive impact studies still predominate, the body of Head Start research has become more differentiated, asking, "If it works, for how long does it work and what works best for whom?"

The development of Head Start has been described as falling into four periods.[3] The start-up period, 1965-1968, featured quickly devised and diverse six- to eight-week summer programs which served 561,000 children.

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[1] Richmond, J., Stipek, D. & Zigler, E. A decade of Head Start. In E. Zigler & J. Valentine (Eds.), Project Head Start: A Legacy of the War on Poverty. New York: Free Press, 1979. (ED183266, #1447)

[2] Harmon, C. & Hanley, E. Administrative aspects of the Head Start program. In Zigler and Valentine, op. cit.

[3] Collins, R. Children and society: child development and public policy. Unpublished doctoral dissertation, Princeton University, 1981. (HS200020, #314)

The transition years (1969-1972) witnessed the conversion from summer to year-round programs. Head Start moved from the Office of Economic Opportunity to the Office of Child Development (in the then-named Department of Health, Education and Welfare). The Head Start Planned Variation program, which encouraged the use of different curricula, was instituted and programs began to be refined and solidified to meet the unique needs of their communities. The years 1972-1977 have been described as the period of improvement and innovation. Performance standards were introduced, program options and experimental programs were started, and the Child Development Associate (CDA) program for training and certifying staff was developed. During the years 1978-1982, the program was expanded starting with an appropriation increment in FY 1978 of $150 million federal dollars. During this period, Head Start has been one of the few federal initiatives to be included in President Reagan's "safety net" of social programs for low-income families.

Studies Included in this Review

Because Head Start has changed so much since the 1960's, officials of the Administration for Children, Youth and Families (which presently is responsible for administering the program within the Department of Health and Human Services) recommended that this review of the Head Start research literature be limited to studies in which data were collected after 1970. Thus, the report focuses on Head Start as it operates currently under the aegis of the performance standards and program improvements made in the early 1970s.

A predecessor of this report was published in 1977 and included studies from 1969 through 1976. That report by the Social Research Group of The George Washington University reviewed 59 studies of the effects of Head Start on children, families and communities. Since then the body of literature has grown considerably, and this review includes 124 studies.[4] The review is limited strictly to research on Head Start (not other early childhood intervention programs). It excludes studies of experimental or demonstration Head Start programs unless the study includes comparison data on the standard Head Start programs. Generally, this review excludes studies of Home Start, the Child and Family Resource Program, Parent Child Centers, Parent Child Development Centers, Summer Head Start, Basic Education Skills programs, Project Developmental Continuity, Child and Family Mental Health programs, Follow Through (except when Head Start samples are identified), and Health Start.

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[4] Studies are counted according to the discrete identification of samples of children or families, using the following criteria:

1. A study of one group of children (both experimentals and controls) = 1 study
2. A study of the same children over time even with numerous reports, e.g., the series by the Educational Testing Service = 1 study
3. Studies of different cohorts of children over several years by the same author, e.g., Philadelphia School District = multiple studies
4. Studies of (apparently) different children by the same author across time, e.g., Stephens and Stephens and Delys = multiple studies
5. Studies of the same sample by different authors, e.g., Olson and Horner, or reanalyses of data, e.g., Cline and Abt Associates = 1 study

The same study is often cited in several sections of this review so the total of studies in all sections will equal more than 124, the actual number of studies reviewed.

This review focuses on studies which report impact data on the regular Head Start program. In some cases, descriptive studies were reviewed to provide background information or to describe program services. Studies which explore developmental questions or which use Head Start children as convenient samples for the study of test correlations, child development, etc., are not included. In a few cases, references are made to studies which used pre-1970 data because so little post-1970 research was available on the topic (e.g., the effects of Head Start on communities). Finally, since few longitudinal studies are available, several are included which follow children who originally participated in Head Start in the 1960's.

Source of Studies

The studies included in this review were obtained through a data bank developed for the Head Start Evaluation, Synthesis and Utilization Project by CSR, Incorporated. Initially assembled by the Social Research Group in 1975, this data bank has been expanded by searches of computerized information retrieval systems, a mail survey of Head Start operators, and personal contacts with government personnel and researchers active in the program. Manual searches of the card catalog of the Library of Congress and several federal department libraries were conducted. Retrospective searches of such works as the Education Index were completed. The database assembled includes over 1,400 documents and covers 18 computerized databases (see Appendix for listing). The system includes titles and abstracts for all documents identified.

The studies reviewed for this report were selected from the data bank assembled by CSR. Each study was reviewed to determine whether it met the selection criteria described above. Those that did were reviewed to identify major study findings. Findings are described as significant when authors reported them at the $p < .05$ level of significance.[5] Results which do not reach this level of significance are generally reported here as "no difference."

Given the state-of-the-art of the kind of research reviewed herein, most of the available studies are characterized by some methodological problems. For example, many of the pre- to posttest studies do not include control groups and some do not control for maturation of the child during the enrollment period; others, particularly many of the dissertations, use very small samples. Where control groups exist, they are often selected because of convenience and considered to "match" the Head Start children because they are from similar neighborhoods. Campbell and Erlebacher[6] have discussed the hazards of such procedures and the danger that attempting such matches can bring; e.g., it can make effective programs look harmful and ineffective ones seem beneficial. Those authors also caution against the use of gain score comparisons between experimental and control groups as the groups may be developing at different rates.

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[5] This statistical term means that these results would not occur by chance more than five times out of 100.

Such scores also are more unstable than the scores from which they are calculated. Nevertheless, comparison of gain scores is a favored technique among Head Start researchers.

The author of this review recognizes and acknowledges the weaknesses of the research in advance of integrating the major findings of these studies. This problem is endemic to many literature reviews of the type presented herein. However, the author has made every effort to balance the review by including all studies which meet the selection criteria described earlier. No effort has been made to exclude studies because the findings support any particular viewpoint. As a result there will be times when it is difficult, if not impossible, to draw clear conclusions about particular impact questions. Another drawback to reviews such as this is the difficulty in evaluating the results of studies with different sample sizes. Studies with large samples are more likely to show significant differences, while small studies may reveal large differences or gains in test scores which fail to reach significance because of small sample size.[7] We have tried to consider this phenomenon when drawing conclusions about the particular questions this review addresses. It is hoped that the effort to make the presentation comprehensive will provide valuable insight to decisions about new directions in research as well as decisions about which program activities are most likely to result in identifiable Head Start impacts.

Structure of the Report

Seven major sections follow this introduction. The first summarizes the findings related to Head Start impacts on children, families and communities. The next five sections deal with specific impact areas including cognitive development, emotional and social development, physical development, families, and communities. The seventh is a brief conclusion. In introducing each impact section the Head Start performance standards are reviewed to describe the Head Start goals and standards against which progress in the related impact area is measured. This review provides the reader with an understanding of the intended goals of the program and may clarify some common misconceptions about the program; e.g., some people view Head Start as a pre-kindergarten readiness program rather than the comprehensive child- and family-oriented program it is intended to be.

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[6] Campbell, D. & Erlebacher, A. How regression artifacts in quasi-experimental evaluations can mistakenly make compensatory education look harmful. In J. Hellmuth (Ed.), Disadvantaged Child (Vol. 3). New York: Brunner/Mazel, 1970. (ED044470, #633)

[7] Glass, Gene, Barry McGaw, and Mary Lee Smith. Meta-Analysis in Social Research. Beverly Hills: Sage Pubications. 1981.

Within each impact area, studies are grouped by subcategories of development. The opportunity to develop subcategories within an impact area is often influenced by the structure of the data reported in the available literature. Where possible, the analyses go beyond simple main effects questions (e.g., does it work?) to questions concerning the interaction of programs with child and family characteristics (e.g., what works best for whom?). The review focuses on the effects of Head Start on total child development, and especially the development of life skills for children and their families. Thus, when possible, information is presented to describe how children and parents perform in the real world rather than on tests and scales. Evidence about how children perform in school--passing, failing, dropping out, graduating--is presented. Indications of change in parents' socioeconomic status and dependence--on or off welfare, getting or losing jobs--and changes in educational status--getting a GED, attending college--are also reviewed.

In each section the number and types of studies reviewed are described. Some of the studies reviewed are government-funded evaluations; many others are studies by individual researchers, dissertations by graduate students and evaluations by school system personnel. This review clearly demonstrates that Head Start is a program that stimulates investigation by a wide range of professionals--sociologists, psychologists, educators, physicians, dentists, nutritionists, home economists--in diverse settings.

This review constitutes an attempt to capture the major findings contained in the body of literature on Head Start impacts conducted since 1970. Other products resulting from this project will include five independent reviews of the literature--each addressing one of the impact areas discussed herein. These subsequent reviews will constitute in-depth quantitative analyses of specific Head Start impacts studied between 1965 and the present.

SUMMARY OF FINDINGS AND REFERENCES

WHAT IS THE IMPACT OF HEAD START ON CHILDREN, FAMILIES AND COMMUNITIES?

A. What is the Impact of Head Start on the Cognitive Development of Children?

- Does Head Start have positive short-term effects on cognitive development?

  ...Yes — Almost all studies show significant gains over the operating year for children in Head Start on intelligence measures. Children in Head Start almost always perform significantly better on these tests than non-Head Start children of a similar socioeconomic status. (pp. 18-20)

- Does Head Start bring children up to normative performance levels on cognitive measures?

  ...No — Head Start children improve but with few exceptions, still remain below national middle class test norms for their ages. (pp. 18, 24, 25, 29)

- Does the stability of test scores differ between Head Starters and their peers under different testing conditions?

  ...Yes — Head Start children have more stable test scores than non-Head Start children when tested under different conditions. (pp. 19-20)

- Do different curricula have different effects on the cognitive development of Head Start children?

  ...Probably not — No single Head Start curriculum appears to be superior to other curricula on cognitive measures. (pp. 20-23)

- Does the socioeconomic mix and racial program emphasis of a Head Start program affect cognitive development?

  ...Unclear — The two available studies are not consistent. One shows positive effects with a socioeconomic mix. The other shows no clear pattern. (p. 23)

- Do Head Start children maintain their gains in the cognitive area into the early elementary school years (intermediate period)?

  ...Sometimes — Children who have attended Head Start sometimes maintain their superiority over their disadvantaged peers into elementary school, though some studies show no differences between the groups. (pp.24-27)

- Do Head Start children maintain achievement test differences into later school years?

  ...Sometimes The studies split about equally with slightly less than half showing Head Starters maintaining superiority and the others showing no difference between the groups. (pp. 27-30)

- Do Head Start children perform better than their peers on other measures of school achievement and social competence in the later school years?

  ...Usually Four studies indicate Head Start graduates perform better on such measures as teacher ratings, retention in grade, and assignment to special education. Two studies find they perform no differently from controls, even more advantaged ones. One study found them to perform worse on only one measure. (pp. 27-30)

- Many researchers have introduced experimental, usually time-limited, cognitive skill training programs into regular Head Start classrooms. Do these special programs improve the children's cognitive abilities?

  ...Yes Experimental interventions almost always produce significant positive short-term effects. (pp. 31-33)

- Does special training enhance the perceptual abilities of children in Head Start?

  ...Yes Head Start children who received behavioral or concrete special training in perception scored higher than those who did not. Children who attended Head Start displayed more reflective cognitive styles than children who did not attend. (pp. 33-34)

- Is the language development of Head Start children improved by the program?

  ...Usually Head Start appears to improve the language development of preschool children, though they perform below middle-class controls. Experimental interventions usually produce positive effects on language, especially for bilingual children. (pp. 34-36)

- Does Head Start improve the cognitive performance of handicapped children?

  ...Yes and No Head Start appears to enhance cognitive abilities of some types of handicapped children but not others. Experimental tutoring within Head Start has produced large gains for children with low achievement levels. (pp. 37-38)

Cognitive References

Seventy studies or series of studies were identified which investigated the effects of Head Start on the cognitive abilities of children. These studies examined Head Start children, and data were collected in 1970 or later. Several of the longitudinal studies reviewed began in the 1960's and extended into the 1970's.

The largest number of studies reviewed (35) were unpublished papers written by university researchers, research institutions or government contractors. Seventeen of the studies reviewed were published in journals, books or monographs; ten were dissertations; one was a government report, and seven had been published by school systems. Of all of these, only six studies or series of studies were major, government-funded evaluations. The others were smaller studies of individual Head Start programs or a small sample of programs.

The names of the authors and the dates of publication for the studies reviewed follow. The complete citations are included in the annotated bibliography which follows this narrative report.

- Abt Associates,
  - 1978, ED152422, #4
  - 1976, ED148489, #21
  - 1977, ED148490, #22
- Applied Management Sciences
  - 1978A, ED168239, #70
  - 1978B, ED177803, #74
- Arnoult, 1973, HS200028, #86
- Bee, 1981, HS200845, #129
- Beissel, 1972, HS200488, #130
- Borden et al., 1975, EJ118524, #180
- Brown, 1978, HS 200808, #207
- Bryson, 1970, ED062043, #214
- California University,
  - 1970, ED042513, #236
  - 1970, ED057886, #237
- Cawley et al., 1970, HS200067, #258
- Chicago University, 1973, ED128426, #280
- Clark, 1979, HS200641, #293
- Cline et al., 1980, ED206380, #301
- Cohen, 1971, ED067160, #304
- Conone, 1979, HS200854, #321
- Consortium for Longitudinal Studies, 1978, ED175577, #324
- Dwyer et al., 1972, ED061273, #425
- Educational Testing Service,
  - 1968, HS100539, #439,
  - 1975, ED124310, #485,
  - 1976A, ED138339, #486,
  - 1976B, ED138340, #487
- Far West Laboratory, 1972, ED175552, #512
- Geller et al., 1975, ED119843, #550
- Goodstein et al., 1975, ED108749, #565
- Hartford Public Schools,
  - 1973, ED086365, #606
  - 1974, ED105972, #607
- Hawaii University, 1971, ED059793, #621
- HEW, Region III, 1977, HS200476, #645
- High/Scope,
  - 1974, ED134318, #668
  - 1979, ED192903, #683
- Highberger and Brooks, 1973, HS200811, #707
- Hulan, 1972, HS200180, #735
- Hunt and Kirk, 1974, HS200507, #739
- Huron Institute,
  - 1973, ED157918, #748
  - 1974, ED093497, #756
- Hutinger and Bruce, 1970, ED047793, #764
- Informatics, 1983, HS770.1, #770.1
- Johnson, 1971, HS200198, #782
- Jones et al., 1975, ED122926, #786
- Jones and Miller, 1979, ED171415, #785
- Juarez and Associates, 1982, HS200783, #799
- Kanawha County Board of Education, 1978, HS800.2, #800.2
- Kirk and Hunt, 1975, HS200213, #835

Kirk, Hunt and Lieberman, 1975,
  HS200212, #836
Larson
  1969, ED039030, #876
  1972, ED066227, #877
Lawhon, 1972, HS200232, #880
Matthias, 1972, HS200255, #922
McGee, 1972, HS200256, #936

Miller and Dyer,
  1972, ED069411, #988
  1975, ES138519, #989
Monroe and McDonald, 1981, HS200519,
  #996
Mundy, 1973, HS200272, #1007
Nash and Seitz, 1975, ED119805,
  #1014
O'Piela, 1976, HS200297, #1087
Philadelphia School District,
  1976, ED132174, #1115,
  1977, ED152399, #1117,
  1978, ED164573, #1122,
  1981, HS200532, #1133
Pinkelton, 1976, HS200313, #1139

Reese and Morrow, 1971, ED067147,
  #1165
Rice, 1972, HS20032, #1176
Robinson, 1972, HS200339, #1187
Rocha, 1974, ED096012, #1188
Ross, 1972, HS200343, #1197
Seitz and Abelson et al., 1975,
  HS200358, #1223

Shure and Spivak, 1973, ED076230,
  #1232
Sklerov, 1974, HS200769, #1238
Smith, 1972, ED063023, #1244
Sprigle, 1972, ED066221, #1258
Temple University, 1973, ED086315,
  #1313
Von Isser and Kirk, 1977, HS200693,
  #1377
Vukelich, 1974, HS200389, #1379
Walls and Rude, 1972, ED073847,
  #1384
Willis et al., 1972, ED063024, #1411
Wooden, 1976, HS200416, #1425
Young, 1974, HS200419, #1435

B. What is the Impact of Head Start on the Emotional and Social Development of Children?

- Does Head Start have a positive impact on self-esteem?

...Unclear — Self-esteem appears to be at ceiling levels in preschool and the effects of Head Start are difficult to measure and, therefore, little studied. (pp. 41, 47-48)

- Does self-esteem relate to achievement in Head Start children?

...No — Self-esteem does not correlate reliably with current achievement and does not predict later school achievement. (pp. 41-42)

- Does the duration or curriculum of the Head Start program affect curiosity or exploratory behavior?

...Maybe — There is some evidence that a less didactic, more supportive program enhances curiosity, and a full-day program increases children's motivation to interact effectively with their environments. (pp. 42-43)

- Do Head Start children perform better on task or test orientation measures than their peers?

...Perhaps — Head Start children score higher on some measures than controls, but not on other measures. Further, task orientation has been found to correlate with cognitive test scores in Head Start children. (pp. 43-44)

- Do experimental interventions increase achievement motivation?

...No — Two efforts to increase achievement motivation produced no positive effects. (p. 44)

- Does Head Start affect children's locus of control?

...No — Studies to date find Head Start children lower than middle-class children on measures of locus of control and Head Start has not been found to increase scores of these measures significantly. (p. 44)

- Does Head Start have positive effects on children's social development?

...Yes and No — Head Start children are usually rated as performing as well as the general elementary school population in terms of social development. However, they have been found to be more aggressive and more attention seeking, while at the same time more sociable and assertive than their peers. (pp. 45-47)

- Do experimental Head Start curricula affect social skill development?

  ...Possibly Some studies show positive effects on social development after participation in a program with an experimental curriculum. (p. 46)

- Does socioeconomic mix affect social interaction among Head Start children?

  ...Yes As the socioeconomic mix approaches equality, children interact more with teachers and less with each other. (pp. 46-47)

- Do Head Start effects on social or emotional development last into the school years?

  ...Yes and No Self-esteem declines once the child enters school, but children from some types of Head Start curricula maintain superiority on social participation through the second grade. (pp. 47-48)

- Does Head Start enhance the social or emotional development of handicapped children?

  ...Yes and No Most handicapped children are socially integrated into Head Start programs. Head Start enhances self-help and social skills for some types of handicapped children, but not for others. (p. 48)

Social-Emotional Development References

Thirty-one studies were located in the social-emotional area; four of these were reviews rather than original research. The largest number of studies reviewed (14) were produced as university, contractor or individual unpublished research reports. Eight were journal articles or books and seven were dissertations; two were published by the government. Five of the studies reviewed were major national evaluations. None of the studies were produced by school systems.

The authors and dates of publication of the studies follow:

Abt Associates,
  1978A, ED152422, #4
  1978B, ED152423, #5
Applied Management Sciences,
  1978A, ED168239, #70
  1978B, Ed177803, #74
Benson and Kuipers, 1974, ED097121, #136
Brown, 1978, HS200808, #207
Datta, 1972, ED077569, #411
Dodge, 1974, HS200102, #411
Educational Testing Service,
  1975, ED124310, #485
  1976, ED138340, #487
Feeney, 1972, HS200119, #520
Hawaii University, 1971, ED059793, #621
Hertz, 1977, ED142323, #638
HEW, Region III, 1977, HS200476, #645
High/Scope, 1974, ED134318, #668
Jones et al., 1975, ED122926, #786
Juarez and Associates, 1982, HS200783, #799

Mann, 1977, ED132805, #915
Miller and Dyer, 1975, EJ138519, #989
Nash and Seitz, 1975, ED119805, #1014
Noland, 1972, HS200284, #1034
Pinkelton, 1976, HS200313, #1139
Quay, 1971, HS200322, #1153
Reese and Morrow, 1971, ED067147, #1165
Rentfrow et al., 1975, HS200328, #1167
Rose, 1975, HS200342, #1193
Ross, 1972, HS200343, #1197
Seitz, 1972, HS200357, #1222
Shure and Spivak, 1973, ED076230, #1232
Spencer and Horowitz, 1973, HS200814, #1255
Stephens, 1973, ED116777, #1276
Stephens and Delys, 1973, HS200376, #1277
Temple University, 1971, HS200837, #1312
Washington, 1974, HS200393, #1387
Zigler, 1973, HS200677, #1446

C. What is the Impact of Head Start on the Health of Children?

- Are Head Start centers providing health services to children as required?

  ...Yes, but Programs provide a range of health services to a population badly in need of them. Head Start programs provide health screening, immunizations, and needed treatment for most, but not all children. About 90 percent of the Head Start children are immunized. (pp. 50-52)

- Are Head Start children healthier as a result of these services?

  ...Yes Few studies are available, but those that are generally find Head Start children improve in hemoglobin levels, motor control and physical development. (pp. 52-53)

- Are Head Start children healthier as a result of nutritional services?

  ...Yes Head Start children are more likely to be of normal height and weight than comparison children. They also have fewer school absences and perform better on physical tests. (p. 53)

- How successful are Head Start curricula in providing health information?

  ...Unclear A major Head Start health curriculum evaluation did not provide conclusive information on this question. (p. 54)

- Do Head Start children need dental services?

  ...Yes Head Start children generally have teeth in poor condition, though those in fluoridated water areas fare better. (p. 54)

- Does Head Start provide these services?

  ...Yes, but High percentages of children receive dental screening and treatment though migrant children receive fewer of these services than other Head Starters. When Head Start provides transportation, children are more likely to obtain dental treatment. (pp. 51, 52, 54)

- Is Head Start serving handicapped children well?

  ...Yes and No Eleven percent of the children in most Head Start programs are handicapped. The majority of these children have mild or moderate handicaps. Head Start programs have not fully complied with requirements to develop individualized plans for these children. Some questions exist about how actively Head Start programs recruit for handicapped children. (pp. 54-56)

Health References

Twenty-one studies contained in 22 documents reporting on the health of children in Head Start were reviewed for this report. Of these, eleven were university research or government contracted reports, eight were journal articles, and two were government reports. [A dissertation (Olson) was the same study contained in one journal article (Horner)]. The authors and dates of publication follow:

Applied Management Sciences, 1978B ED177803, #74
Barton, 1975, HS200034, #117
Boone, Young and Associates, 1976, ED134309, #173
Cook, 1976, HS200778, #329
Educational Testing Service, 1971, ED084040, #449
Gietzen and Vermeersch, 1980, HS200699, #554
Hambidge, 1976, HS200146, #597
Hawaii University, 1971, ED059793, #621
HEW, Region III, 1977, HS200476, #645
High/Scope, 1974, ED107380, #664
Horner et al., 1977, HS200173, #726
Huron Institute, 1973, ED113011, #748
Informatics, 1983, HS770.1, #770.1
Mason, 1973, HS200591, #920
Maxima, 1983, HS922.1, #922.1
Murphy et al., 1974, HS200273, #1010
Olson, 1974, HS200296, #1086
Pugnier and Igens, 1974, HS200320, #1151
Reyes Associates, 1980, HS200809, #1173
Ross, 1972, HS200343, #1197
Seham, 1970, HS200347, #1220
Urban Institute, 1973, ED086325, #1362

D. What is the Impact of Head Start on Families?

- Do opportunities for parental involvement in Head Start exist?

  ...Yes — Head Start programs provide a range of possible roles and activities for parents. (pp. 57-59)

- Do parents participate in the Head Start programs?

  ...Yes, but — Sizable proportions of parents participate in the various opportunities but a core of parents provide the majority of hours of volunteer time in the classroom. (pp. 57-59)

- Do programs provide mandated social services and home visits?

  ...Yes, but — These services are provided directly or by referral. Home visits are conducted but not as frequently as mandated. (p. 58)

- Are parents satisfied with Head Start?

  ...Yes — All studies indicate high levels of parental satisfaction. (p. 59)

- Does Head Start provide personal benefits to parents?

  ...Yes — Parents in several studies reported increased feelings of control over their lives, general life satisfaction and increased self-confidence. These feelings generally increased as involvement increased. (pp. 59-60)

- Does Head Start improve the education or economic status of parents?

  ...Maybe — Several studies provide anecdotal evidence of such changes based on self-reports of parents. No controlled studies have been conducted on the topic. (pp. 61-62)

- Do parental education programs produce changes in parental knowledge or child-rearing practices?

  ...Unclear — This question has not been carefully studied in the regular Head Start program. Experimental parent education programs added to Head Start yield mixed results. Some are effective, others are not. (pp. 60-61)

- Does parental involvement in Head Start relate to higher achievement in their children?

  ...Yes, but — Most studies find positive relationships between parental involvement and child achievement, but it is unclear whether this is due to parental characteristics that relate to involvement and child achievement or if it is, indeed, the result of Head Start involvement. (pp. 62-63)

- Can Head Start programs increase parental involvement?

...Yes A variety of successful strategies have been developed to increase parent involvement. (p. 63)

Family References

Thirty documents reporting on family impacts were reviewed for this report. Of these documents, twelve are contractor or university unpublished reports, nine are dissertations, seven are government reports, and two are journal articles.

The authors and dates of publication follow:

Abt Associates, 1978, ED152422, #4
Adams, 1976, ED186511, #40
Applied Management Sciences, 1978, ED177803, #74
Bissell, 1971, ED052845, #152
Comptroller General, 1975, ED113037, #318
Datta, 1973, HS200094, #363
Dittman, 1972, ED085098, #408
Grotberg, 1980, ED196514, #588
Hertz, 1977, ED142323, #638
HEW, Region III, 1977A, HS200577, #644
HEW, Region III, 1977B, HS200476, #645
Johnson and Peevers, 1979, ED175534, #784
Juarez and Associates, 1982, HS200783, #799
Kinard, 1975, HS200211, #833
Kirschner Associates, 1978, ED164100, #846
Lamb-Parker, 1983, HS868.1, #868.1
Maxima, 1983, HS922.1, #922.1
Midco Educational Associates, 1972 ED080215, #974
Monroe and McDonald, 1981, HS200519, #996
Morris, 1974, HS200271, #1004
O'Keefe, 1978, ED161525, #1083
Payne, 1971, HS200305, #1102
Phillips, 1974, HS200311, #1136
Silverman, 1976, HS200366, #1235
Smith, 1980, HS200852, #1241
Stubbs, 1980, HS200480, #1286
Urban Institute, 1973, ED086325, #1362
Wayson, 1974, HS200397, #1393
Weld, 1973, HS200401, #1399
Williams, 1975, HS200405, #1409
Wohlford, 1974, HS200411, #1421

E. What is the Impact of Head Start on Communities?

- Does Head Start have an economic impact on communities?

  ...Yes — It provides jobs and services in communities at a level similar to a "small business." (p. 65)

- Does Head Start assist in the coordination of community social services?

  ...Yes — Head Start programs assist families in linking up with social services. Whether it increases their utilization is unclear. In some cases, Head Start programs will advocate for families dealing with these agencies; other times they hesitate to "rock the boat." (pp. 65-67)

- Has Head Start had a positive effect on public schools?

  ...Probably — Head Start programs frequently use public school buildings and other resources and apparently produce a "trickle-up" effect in increasing parental involvement in elementary schools. (pp. 67-68)

- Does Head Start create greater parental involvement in the community?

  ...Unclear — Results are mixed on this issue. There is some evidence that Head Start increases parental involvement in the community, but one large study indicates that Head Start parents were highly involved in their communities prior to their children entering the program. (p. 68)

Community References

Only 12 studies were located that examine the impact of Head Start on communities. Of these, seven were contractor or research reports, three were dissertations, two were government reports. One of these was a review of earlier research and program information.

The authors and dates of publication follow:

Abt Associates, 1978, ED152422, #4
Administration for Children, Youth and Families, 1980, HS200858, #43
Economic and Youth Opportunities Agency of Los Angeles, 1971 ED061999, #431
HEW, Region III, 1977 HS200476, #645
High/Scope, 1976, ED134314, #674
Kirschner Associates, 1970, ED045195, #838
Lewis, 1971, HS 200243, #898
Maxima, 1983, HS922.1, #922.1
Midco Educational Associates, 1972 ED080215, #974
Miller, 1978, HS200844, #982
Stubbs, 1980, HS200480, #1286
Torczyner, 1974, HS200385, #1343

WHAT IS THE IMPACT OF HEAD START ON COGNITIVE DEVELOPMENT?

The development of intellectual skills is a central goal of Head Start. The performance standards require the educational services component of the program to aim to develop these abilities by encouraging children to solve problems, explore and question, and learn by doing. The program should promote language understanding, recognition of numbers and letters, and understanding of concepts. It should help children to organize their experiences and should allow for child- as well as teacher-initiated activities.

Early research on the cognitive impact of Head Start focused on children's performance on tests of general intelligence. These studies often asked simply if Head Start produced gains or if Head Start children were superior to non-Head Start students on IQ measures. In the 1970's, cognitive research became more differentiated. Studies examined long-term effects, curriculum effects and the impacts of experimental, time-limited interventions. Researchers continued to use the popular IQ tests but also examined performance on achievement tests and tests of individual cognitive abilities. This section reviews the studies of the effects of Head Start on cognitive development beginning with studies on short-term effects (over the program year). The effects of different curricula on cognitive performance are then explored. The longevity of Head Start effects is examined in the next section. These studies are grouped by the length of the follow-up period: the intermediate effects section examines progress through second grade; the long-term effects section follows the students through high school.

A number of investigators have added experimental interventions onto regular Head Start programming in order to teach general or specific cognitive skills. These studies are reviewed in a separate section. Finally, reviews of the effects of Head Start on perceptual development, language development, and the cognitive abilities of handicapped children are presented.

Findings on the differential effects of program duration, age of entry into Head Start, and number of years in Head Start are incorporated into the various sections described above where such evidence was provided by the researcher.

Short-term Impacts on Cognitive Development

Do Head Start children improve their intellectual skills during their exposure to the program? Generally, the answer to this question is yes, significant gains are found over the operating year in a number of studies.

In 1974, the Hartford Public Schools evaluated the effects of its Head Start program using the Peabody Picture Vocabulary Test (PPVT), a measure of general verbal intelligence. The test was administered to 248 children before and after their participation in Head Start. The children gained an average of 13 months in mental age over the eight-month period but remained eight months below norms (Hartford Public Schools, 1974).

Smith (1972) examined the impact of Head Start on 175 children in Pontiac, Michigan. Children in all eight schools studied showed significant gains over a six-month period on the Preschool Inventory (PSI).

Most of the studies discussed in depth in the longitudinal part of this section also examined gains or differences between Head Start and control groups during the Head Start year. These authors (Miller and Dyer, 1975; Nash and Seitz, 1975; ETS, 1975) report significant gains or significant Head Start/control differences during this year.

In the Planned Variation study of different Head Start curricula (described more fully in a subsequent section), 3,222 Head Start children were compared to 139 controls over the program year. Seventy-three percent of the Head Starters attended programs with specially planned curricula, the rest were in regular Head Start programs. At year end, both groups of Head Start children performed significantly better than controls on the PSI and on four subtests of the Wide Range Achievement Test. Performance of the Head Start and the control groups was comparable on the PPVT (Huron Institute, 1974).

A large evaluation of Head Start programs in 29 sites was conducted by the HEW Inspector General's Office in a Service Delivery Assessment (1977). In this report, investigators who interviewed a nonrandom sample of 467 Head Start parents noted that

> nearly all parents expressed great satisfaction with what their children had learned and suggested their expectations were far exceeded. The only dissenting views occurred at a few program sites (four) with weak intellectual skills development. At those sites a notable minority of parents told us their children had not learned to recognize their written names, count or identify colors; all things they anticipated from Head Start (p. 8).

The investigators also interviewed 91 kindergarten or first grade teachers and administrators and found them to be "particularly impressed with the social competency . . . exhibited by children with Head Start experience" (p. 8).

In contrast, Alexander and Stoyle (Temple University, 1973) found that though the 68 Head Start children they studied gained an average of nine IQ points over the school year, this gain was not significant. Within the total IQ score, however, significant gains were found on the subscores for visual perception and comprehension. Children who scored lowest at the beginning gained the most.

Several authors have explored factors which can affect Head Start children's performance on tests and, thus, can affect indications of program impact. Some of the variables can be controlled by the program or testing procedure; others are child or family characteristics.

Seitz and Abelson et al. (1975) compared a group of Head Start children who had been in the program for five months to non-Head Start children tested twice on the PPVT. Head Starters scored significantly higher. Further, Head Start children performed comparably whether the test was conducted in their homes or in the center. Non-Head Start children performed worse when tested at home. The authors attributed the difference to the unusualness of the testing situation in the home and to the mother's anxiety conveyed to the child in the home setting. A significant test/retest gain was also seen in both groups.

Clearly, Head Start children gain in general intellectual ability over the operating year and these gains are usually significant. Head Start children also perform significantly better than control groups, but do not reach normative scores for their ages. Head Starters' test scores appear more stable under different testing conditions than do the scores of non-Head Start children.

Impacts of Different Curricula

The 1970's witnessed a wave of research interest in the differential effects of various curricula on children's cognitive development. The Planned Variation effort and evaluation sponsored by the (then) Office of Child Development was a major stimulus for this work, but individual program staff and evaluators also began asking, "Does one program work better than another?"

The answer to this question is "probably not." While some individual studies have found curriculum differences related to outcomes, the major studies show few, if any, differences among models and between specific curricula and regular Head Start programs. When short-term effects are found they generally conform to program goals. That is, the more academically oriented the program, the larger the IQ and achievement test gains. However, in the long run, differences usually disappear.

The Planned Variation program was introduced into Head Start in 1969. Designed to add specific program curricula to existing Head Start programs, it also included a large evaluation component. Eleven program models were available and ranged on a continuum defined by "the extent to which the acquisition of academic skills is stressed through formal, highly structured activities" (Huron Institute, 1974, p. 9). Children in 29 Head Start locations were tested. The programs included the 11 curricula and control (non-Planned Variation) classrooms. Three sites also had control groups which attended no preschool (Huron Institute, 1974).

The 1970-71 study concluded that the Head Start experience substantially improved performance on five cognitive outcome measures. There were no differences in effects between the Planned Variation programs and the non-Planned Variation programs and no model stood out as being more or less effective than others (Huron Institute, 1973). The 1971-72 study by the same research group found that on the Preschool Inventory and three subtests of the Wide Range Achievement Test both the Planned Variation and non-Planned Variation children did "substantially better than the (no preschool) control children" (p. 290).

On the Peabody Picture Vocabulary Test the performance of the Head Start and no preschool children was comparable. Growth rates for Head Start children on six tests "increased substantially," while the growth rate for controls was near zero (Huron Institute, 1974).

There were no clear differences between the 28 Planned Variation and the 12 non-Planned Variation sites on any test. The author concludes, "Relative to the condition of no preschool program, the effects of Head Start programs are quite homogeneous, with no systematic differences between sponsored and non-sponsored program" (p. 292).

The author found little conclusive evidence to indicate that specific curricula prove effective in promoting particular skills. He suggested that the Oregon Engelmann-Becker and Kansas Behavior Analysis models "appear to be overall particularly effective in imparting specific academic skills (p. 294), while the Arizona Early Education and the Pittsburgh Individually Prescribed Instruction approaches "may be overall particularly effective in imparting specific academic skills" (p. 295).

The first two models are academically oriented and use behavior modification techniques. The Pittsburgh model is described as individualized instruction and appears less academic. The Arizona model focuses on total child development and on learning skills rather than specific content.

A well-designed study that directly compared 214 children in four Head Start curricula to a 34-child control group was conducted by Miller and Dyer in Louisville in 1968-1969. (It is included here because it is also a longitudinal study that followed the children through the seventh grade.) In contrast to the Planned Variation study, Miller and Dyer (1975) did find significant differences among the four curricula they studied. After the Head Start year, children who had attended the Bereiter-Engelmann and DARCEE programs (the two most academically oriented models) scored higher on the Stanford-Binet Intelligence Test than children in the other models. All program children scored significantly higher than the control children who attended no preschool. In the seventh grade, these children were again tested and those who had attended the Montessori Head Start program scored higher on several subtests of the Stanford Achievement Battery and the WISC-R; however, the differences were not significant (Jones and Miller, 1979).

Other studies evaluating experimental curricula added on to regular programs generally found positive effects, just as studies of regular Head Start programs have.

Willis et al. (1972) found significant differences on the Apell readiness test between Head Start classes which participated in the "CEMREL Language and Thinking: New Directions" program compared to regular Head Start classes, with four-year-olds gaining more than five-year-olds.

Mundy (1973) examined the effects of a Bereiter-Engelmann academically structured preschool program on five-year-old Head Start students in Lee

County, Alabama. The 20-minute-per-day, six-month treatment yielded significant gains on the Illinois Test of Psycholinguistic Abilities (ITPA) and the alphabet and numbers subtests of the Metropolitan Readiness Test (MRT). Children initially scoring high on the MRT numbers subtest made greater gains than the subjects initially scoring low.

A study by Karlson and Stodolsky (Chicago University, 1973) compared a group of Head Start children to a group of middle-class children, both of whom participated in a Montessori nursery school program. The investigators were searching for ways the two groups of children used the curriculum differently. While there were differences in activities related to the age of the child, the initial IQ of the child (regardless of social class) was found to relate to the types of activities he or she chose (i.e., the higher the IQ the more time the child spent on reading and math activities).

Cline et al. (1980) conducted a secondary analysis of the Abt Associates study of Head Start graduates and their peers. They examined differences in the curriculum emphasis among the centers studied as reported by study directors. The researchers found centers serving mainly black families reporting that they emphasized academic skills more than centers serving predominately white families. However, these differences in curriculum emphasis did not produce any difference in the performance of children in kindergarten. The only apparent effect was a positive relationship between the length of time children attended centers with an academic emphasis and higher scores on only one of eight achievement scores (naming letters).

Miller (Far West Laboratory, 1972) evaluated the effectiveness of the Far West Laboratory's Responsive Head Start program in 12 districts. Four hundred and eight children were tested on the Preschool Inventory and increased significantly from pre- to posttest. However, no significant differences were found between 122 of these Head Start children and 46 comparison children on the Raven's Progressive Matrices test.

In a study comparing Head Start children who viewed Sesame Street to a group participating in a Head Start kindergarten with a structured curriculum, Sprigle (1972) found the nonviewing group to perform significantly better in first grade on the Metropolitan Readiness Test.

In 1972 the Detroit Public Schools established a multisensory curriculum to foster child development and stimulate achievement motivation. O'Piela (1976) reports that a sample of 122 Head Start children made significant gains on the PPVT in the 1975-76 school year, though the scores were 11.8 and 5.3 points below norms at pre- and posttest, respectively. Significant gains on the Apell readiness test also were obtained for 245 children.

Dwyer et al. (1972) studied the effects of introducing an Environmental Academics program into regular Head Start classrooms in two counties in Florida. The curriculum involved matching number and word cards to real items and using them in additional activities. It was used one and one-half hours per day and lasted eight months. Results showed experimental children gained significantly and had significantly higher posttest means than controls on the

Stanford-Binet. Experimentals were also significantly higher than controls on the Clymer-Barrett Pre-Reading Battery, the Comprehensive Mathematics Inventory and one of six subtests of the Metropolitan Readiness Test.

In the national evaluation of the Home Start program in which children and their parents receive home visits aimed at enhancing child development, comparisons were made between Home Start, Head Start and control children (High/Scope, 1974). After 12 months in Home Start, there were no significant differences between Home Starters and Head Starters on the Preschool Inventory (PSI). However both groups scored significantly higher on the PSI than the control group.[8] Differences were not significant on the Denver Developmental Screening Test language scale or two other language and concept tests.

Reese and Morrow (1971) examined how the variation in the structure of a Head Start program can affect performance. They found that the socioeconomic mix of the Head Start program relates to child gains on the Preschool Inventory. In this study there were three groups of varying socioeconomic mixes of children. Head Start experimental group I had a 50/50 ratio of advantaged to disadvantaged children. Head Start experimental group II had a 25/75 ratio of advantaged to disadvantaged children. The control group was all disadvantaged (but in Head Start). On the PSI the gains of both experimental groups were significantly greater than that of the controls from pre- to posttest. There were no significant differences on the PPVT or the Test of Basic Experiences, General Concepts. Unfortunately, data are not presented by subgroup (disadvantaged/advantaged) so it is not clear whether the achieved gains were due to different rates of improvement made by advantaged or disadvantaged children.

Similarly, Jones et al. (1975) examined conceptual growth among Head Starters in ten schools in Boston. The centers had varied racial and socioeconomic mixes. Though children in all schools showed gains (some significant) over the operating year on the Boehm Test of Basic Concepts, there was no consistent pattern to these gains based on socioeconomic or racial mix. Though the authors claim differences existed based on the "cultural emphasis" of the center, their measure of this variable was very subjective and unreliable, as they acknowledge.

In summary, four major program evaluations (Huron Institute, 1974; Cline et al., 1980; High/Scope, 1974; Jones et al., 1975) found no differences in child performance related to different curricula. Only Miller and Dyer (1975) found such differences to be significant and they did not last into the school years. Two smaller studies (Willis et al., 1972; Dwyer et al., 1972) did find children in an experimental curricula to perform better than children in Head Start only, while Sprigle (1972) found the opposite. Three other researchers (Mundy, 1973; Miller, 1972; O'Piela, 1976) found significant gains for Head Start children in experimental curricula, but these results are similar to those found in studies of regular Head Start programs.

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[8] Deloria, D. Personal communication, October, 1982.

In conclusion, relying most heavily on the large program evaluations where significant differences are more likely to be found, it appears that there are few lasting differences among different curricula.

The two studies of the effects of varying the socioeconomic and racial mix of programs are conflicting. Reese and Morrow found a socioeconomic mix to enhance cognitive performance while Jones et al. found no consistent patterns as a result of socioeconomic or racial mix.

Longitudinal and Follow-up Studies

A crucial question for Head Start is the extent to which cognitive benefits to children are sustained over a number of years. Since the Westinghouse Study in 1969[9] first posed this question and found differences "washing out" after a few years, the issue has been of concern to policymakers and researchers. The Westinghouse results have been attacked because of serious methodological deficiencies in the study design. Even without these weaknesses, the results are not highly relevant for this review because the Head Start program evaluated by Westinghouse was quite different than the standard Head Start program operating in the 1970's (e.g., the early emphasis on summer-programs was abandoned and Head Start converted to eight- or nine-month program terms shortly after the Westinghouse results were released).

There are a number of recent studies which address the important question of long-term impacts. The longitudinal study which has received the most attention in the past few years, by Lazar et al. (Consortium for Longitudinal Studies, 1978), examined 12 different programs and found significant differences after six to ten years between children who had participated in preschool programs and those who did not. Those who had attended were significantly less likely to have failed a grade in school or to have been placed in special education classes. However, only two of the studies (those by Miller and Zigler) examined Head Start programs. The others were research-directed interventions carefully prescribed and monitored by the investigators.

The following two sections review intermediate (follow-up through second grade or less) and long-term (follow-up past second grade) studies of Head Start.

Intermediate-Term Studies (Follow-Up Through Second Grade or Less)

Hulan (1972) studied the test scores of 80 children who had attended Head Start in 1969-70 in comparison to 242 children who lived in the same neighborhoods and attended the same kindergarten classes the next year. The Stanford Early School Achievement test was administered to all the children in the spring. There were no significant differences between the two groups. The author interprets this result as evidence that the Head Start children "demonstrated achievement equal to that of their more affluent counterparts from the same neighborhood schools." As all the children were from the same Title I schools, the degree of greater affluence for the comparisons is probably slight.

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[9] Westinghouse Learning Corporation. The impact of Head Start: an evaluation of the effects of Head Start on children's cognitive and affective development. (Vols. I-II). Athens, Ohio: Ohio University, 1969.

Larson (1972) found that Head Start children in rural Minnesota gained significantly on the Stanford-Binet IQ test over a year while control children did not. At the end of kindergarten there were no significant differences between Head Start graduates and controls on the Stanford-Binet. Significant differences favoring controls were found on the learning rate subtest of the Murphy-Durrell Reading Readiness Analysis, but not on letter sounds or letter names tests. At the end of first grade there were no significant differences on the Stanford-Binet, but the Head Start graduates scored significantly lower than randomly selected nonpreschool attending controls on four of six subtests of the Stanford Achievement Test.

The Hartford City Board of Education (1973) evaluated the progress of the 420 children who attended Head Start in the early 1970's. The PPVT was administered to 300 children in October 1971. In March 1973, 125 were identified in the school system kindergarten and retested. The Head Start children were 13 months below their chronological age in 1971 and 10 months below in 1973. However, the Head Start children scored significantly higher on the PPVT in 1973 than 717 kindergarteners from seven Hartford inner-city schools.

Abt Associates (1978) studied a stratified random sample of 656 children in 32 sites who had attended Head Start in 1976 comparing them to 670 non-Head Start children, 357 of whom had no preschool experience. The children were in kindergarten or first grade at the time of the study (the 210 children in the southeastern U.S. were about ten months older than children in other regions). Black Head Start graduates scored 4.3 points higher than their black no-preschool peers on the Wide Range Achievement Test (WRAT). White Head Start graduates scored 4.1 points below their white no-preschool peers. The authors caution that while the two black groups were roughly comparable on demographic variables, the white no-preschool group members were more likely to have mothers with higher educational levels, to come from two parent families and to have incomes averaging $4,000 more than the Head Start families.

Nash and Seitz (1975) followed 29 children, half of whom attended a full-day Head Start kindergarten while the other half attended a half-day kindergarten. They were compared to 20 children attending private kindergartens. All had attended full-day Head Start at age four. For those who attended the two public programs, the full-day children were significantly higher on the PPVT, color-form attention task, box maze measure of variation seeking, the graduated peg task of structuring tendency, and the WISC block design at the end of the kindergarten year. The authors felt the results showed "no indication of fade out effects for either the control group which left the Head Start program at the kindergarten level or for the experimental group which left the program to enter first grade" (p. 34).

Bee (1981) studied 20 children who had attended Head Start in Sioux Falls, South Dakota, comparing them to 20 who had not attended. She examined their rates of special education placement, retention in grade, and performance on a readiness test from 1977-1980. She found no significant differences between the two groups on special education placement, or Metropolitan Readiness Test scores. Head Start children were retained in grade significantly more often than the non-Head Start children in first grade only.

Johnson (1971) compared 137 children who had attended Head Start in Brevard County, Florida, to 141 of their peers at entry to first grade. The Head Start children scored significantly higher on the First Grade Screening Test but the controls scored significantly higher on the word meaning subtests of the Stanford Achievement Test. There were no differences on the Child Behavior Rating Scale.

In a follow-up study of Head Start comparison children in the Home Start program evaluation, there were no differences between Head Start and Home Start children in first grade on math and reading achievement tests or on tests of locus of control, social attitude and social problem solving. Though the data could not be analyzed statistically, because of noncomparability of groups, the Head Start children scored slightly below a more advantaged comparison group on math and reading (High Scope, 1979).

Borden et al. (1975) compared two cohorts of children who attended Head Start and Follow Through in Tupelo, Mississippi, to a comparison group that attended Follow Through only. No significant differences among groups were found on reading, math or spelling achievement in first grade. However, at the end of the second school year, the second Head Start cohort scored significantly higher than the first Head Start cohort or the controls on the Stanford Achievement Test's reading, arithmetic and spelling subtests. Differences on the WRAT subtests and the Slosson IQ test were not significantly different. Both the Head Start and Follow Through programs used behavioral teaching techniques.

Cawley et al. (1970) compared two groups of Head Start graduates who had attended the program in the mid-1960's to children who had not attended. They found no significant differences among the groups at kindergarten or first grade on the Peabody Picture Vocabulary Test, the Detroit Tests of Learning Aptitudes, or the Illinois Test of Psycholinguistic Abilities with all groups scoring in the low average or below average ranges.

The results of these studies are split. Four studies show that Head Start graduates score significantly higher than their elementary school peers on at least some tests. Fourteen studies have at least some results showing no significant differences between Head Start children and controls, however, two of these studies also showed Head Start superiority on some measures. Three studies show Head Starters scoring lower than their peers on subtests of achievement tests but, again, one of these also showed better Head Start performance on an overall test and the other two also showed no difference on other tests.

Three of these studies have controls that were more advantaged than the Head Start children on such indices as family income, parental education, or family size. Such differences were discovered post hoc, after the testing had been completed. These differences make valid conclusions difficult, but certainly bias comparisons in favor of controls.

When the early testing results from such long-term studies (discussed in the following section) as those of Clark, O'Piela, Miller, the Philadelphia School District, and Seitz, plus Arnoult's study of first graders described in the subsequent section on language, the results are more balanced with eleven studies showing Head Start graduates to be superior into the early school years (see Table I) compared to 14 showing no differences. Again, several of these studies have more advantaged control groups. Nevertheless, even though Head Start children may be outperforming their disadvantaged peers, they are still scoring well below norms and their middle-class schoolmates.

Long-Term Studies (Follow-Up Past Second Grade)

The most extensive Head Start longitudinal study, conducted by the Educational Testing Service (ETS, 1968-1976) has followed 1,875 children and their parents in four locations since 1968. Huge amounts of data were collected using a battery of developmental scales and tests. However, the study was designed to examine child development, not to examine the impact of Head Start on children. Thus, though control and comparison groups were also tested, data are not usually reported in ways that can be used to answer impact questions (neither experimental/control nor pre/post).

One report (ETS, 1976, Shipman, McKee, Bridgeman) does append a table showing third grade reading, math and Raven Progressive Matrices Scores for black Head Start subjects and black/no-preschool subjects. Though significance levels are not reported, the no-preschool children scored higher on all three tests than did the Head Start children. ETS (1976, Shipman et al.) also reports selected data on high-performing and low-performing children (based on third-grade reading and math tests and their predictive Preschool Inventory scores). Although Head Start attendance did not differentiate among these children on the achievement test scores, the authors state that for these children "a higher percentage of black Head Start-eligible children who had not attended Head Start or any other preschool program were retained in the first or second grade" (p. 23) compared with those who did attend Head Start.

Kanawha County (West Virginia) Board of Education (1978) compared children who had attended Head Start in 1973-74, to low-income children who had not attended. Though the Head Start graduates performed well at the end of the program, by the third grade there were no significant differences between the two groups on math and reading achievement tests.

In the four-curricula study by Miller and Dyer (1975) described earlier, the researchers followed the children through the seventh grade. Though the experimental groups were superior to the controls at the end of the Head Start year, "there was a steady decline in all programs with the sharpest decline for

Table 1

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through Second Grade by Measure

ACHIEVEMENT TESTS

	Performance of Groups		
Study Author	Head Start Graduates Superior	No Significant Difference	Controls Superior
Abt Associates Kindergarten for Non-southeastern U.S. children; First Grade for Southeastern Children		On Wide Range Achievement Test (WRAT). (White controls were more advantaged than white Head Start graduates.)	
Arnoult First Grade	On Illinois Test of Psycholinguistic Abilities		
Bee Kindergarten, First and Second Grade		On Metropolitan Readiness Test	
Borden First Grade		On reading, math or spelling achievement	
Post-Second Grade	On SAT subtests	On WRAT	

Table 1 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through Second Grade by Measure

ACHIEVEMENT TESTS

Study Author	Performance of Groups: Head Start Graduates Superior	Performance of Groups: No Significant Difference	Performance of Groups: Controls Superior
Cawley Kindergarten		On Detroit Tests of Learning Abilities (DTLA) or Illinois Test of Psycholinguistic Abilities (ITPA)	
First Grade		On DTLA, ITPA, Developmental Test of Visual Perception or Metropolitan Readiness Test	
Clark Kindergarten	On Vocabulary and Reading Achievement Subtests		
High Scope First Grade		On reading or math achievement. (Controls were more advantaged.)	
Hulan Post-Kindergarten		On Stanford Early School Achievement Test. (Controls may be more advantaged.)	

Table 1 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through Second Grade by Measure

ACHIEVEMENT TESTS

Study Author	Performance of Groups		
	Head Start Graduates Superior	No Significant Difference	Controls Superior
Johnson Pre-First Grade	On First Grade Screening Test	On 5 of 6 SAT subtests	On one subtest of SAT
Kanawha County Kindergarten		On Comprehensive Test of Basic Skills (controls came from same kindergartens, equivalence is unknown)	
Larson Post-Kindergarten		On two subtests of Murphy-Durrell Reading Readiness Test	On one subtest of Murphy-Durrell
Post-First Grade		On two subtests of Stanford Achievement Test (SAT)	On 4 of 6 subtests of SAT
Miller First Grade	To children in other Title I schools and above or equal to city norms (including middle-class children); equal to national norms on California Achievement Test		

Table 1 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through Second Grade by Measure

ACHIEVEMENT TESTS

Study Author	Performance of Groups: Head Start Graduates Superior	Performance of Groups: No Significant Difference	Performance of Groups: Controls Superior
O'Piela First Grade	On SAT		
Second Grade	On SAT		
Philadelphia School District First and Second Grade	On reading and math on Stanford Early School Achievement Test and California Achievement Test in comparison to total city school population		

Table 1 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing
Head Start/Control Comparisons Through Second Grade by Measure

INTELLIGENCE TESTS AND MEASURES OF SCHOOL SUCCESS

Study Author	Performance of Groups		
	Head Start Graduates Superior	No Significant Difference	Controls Superior
Abelson, Zigler & Deblasi (Seitz) Beginning of Kindergarten	On Peabody Picture Vocabulary Test (PPVT)		
End of Kindergarten		On PPVT	
End of First Grade	On PPVT		
Bee First Grade			On retention in First Grade
Borden End of Second Grade		On Slosson IQ Test	
Cawley Kindergarten		On Draw a Man Test and PPVT	
Hartford Mid-Kindergarten	On PPVT		

Table 1 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through Second Grade by Measure

INTELLIGENCE TESTS AND MEASURES OF SCHOOL SUCCESS

Study Author	Performance of Groups		
	Head Start Graduates Superior	No Significant Difference	Controls Superior
Larson Post-Kindergarten		On Stanford-Binet Intelligence Test	
Post First Grade		On Stanford-Binet Intelligence Test	
Nash and Seitz Kindergarten	Full-day Head Start graduates superior to half-day Head Start graduates on Wechsler Intelligence Scale for Children and PPVT. "No fade out effect for either group"		

the Bereiter-Engelmann curriculum . . . only the children from the Montessori program were equal to controls at the last testing (second grade)" (p. 113). It should be noted that the control group differed from the experimentals on some important demographic variables; more controls lived with two parents; more controls were white children and their family average income was higher. In first grade, the Head Start children scored higher than children in Title I schools and equal to city-wide averages and national norms in the California Achievement Test. In the 1977 follow-up, Miller found control children to score slightly higher than experimentals on the Wechsler Intelligence Scale for Children-Revised (WISC-R) but the difference was not significant. On retention in grade and assignment to special education, controls performed better than experimentals, but again the difference was not significant (Consortium for Developmental Studies, 1978).

In a study of 65 New Haven, Connecticut, children who had attended Head Start and Follow Through, Seitz, Apfel and Efron (in Brown, 1978) conducted several analyses of only those children who had attended Head Start. Head Start girls were superior to non-Head Start girls in tests of general information and intelligence in the third grade and on achievement and intelligence in the fifth grade. However, Head Start boys performed significantly worse than control boys on math achievement in the third and seventh grades, with no differences on other measures of achievement or intelligence.[10]

Results of a 1972-1975 follow-up of Detroit children who had attended Head Start in 1969-70 are reported by O'Piela (1976). Head Start graduates scored signficantly higher than children in regular Title I programs on math and reading achievement tests through the fourth grade.

Clark (1979) compared a different cohort of Detroit children who had attended Head Start to those who had attended a Title I preschool, also following them through the fourth grade. She found "positive effects for Head Start students on vocabulary and reading achievement measures at both kindergarten and fourth grade levels." However, children in the Title I group showed no gains over nonparticipants for both years, and no significant differences were found between Head Start and Title I children for either year.

Rocha (1974) examined the use of special education services in grades one through three by 48 children who had attended Head Start in Iowa, comparing them to a matched group of 48 children who were eligible but had not attended. The children were matched on the basis of age, sex, years of school attendance, and achievement test scores. Significantly more Head Start than non-Head Start students were found to use speech therapy, remedial reading, and psychological services.

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[10] Additional data on Head Start graduates who also attended Follow Through are contained in a series of reports by Abt Associates (Abt Associates, 1976, 1977). Because those researchers were interested in Follow Through effects, Head Start effects are difficult to access in the reports and thus are not included here. Interested readers are referred to an examination of these effects in Collins, 1981, op. cit., and to the reports themselves.

Monroe and McDonald (1981) studied the progress of 130 children who had attended Head Start in Rome, Georgia, in 1965, comparing them to 88 who had not. In 1980, the school records were examined for these students who were 18 years old at the time. Head Start graduates were superior on almost all measures. For those still in the sample, 50 percent of the Head Start graduates and 33 percent of the non-Head Start children had graduated from high school. The remainder in both groups had dropped out. Fifty-one percent of the Head Start students had repeated a grade compared to 63 percent of the non-Head Start students. Eleven percent of the Head Start students had been placed in special education classes compared to 25 percent of the non-Head Start students. Achievement test scores at grades three and five favored the Head Start children, but groups had the same median percentile at grade eight. The median percentile for both groups gradually declined over their school years until grade eight, when the median percentile for both groups on the Iowa Test of Basic Skills was nine percent.

In an impressive collection of studies (from 1976-1981), the Philadelphia School District evaluated the progress of children attending its variety of preschool programs, including Head Start. Though the measures used differed over the years and the results are not presented in statistical terms, the reports represent a wealth of information on a large number of children.

In a 1981 evaluation, six cohorts of children up to the fifth grade were studied. The authors report the Head Start children "score close to or better than their counterparts in the school district on standardized tests through grade five" (p.10). This was true even though the general school population contained 55 percent AFDC recipient families and the Head Start sample was 98 percent AFDC recipients. Comparing the Head Start children to another Philadelphia preschool program--Get Set Day Care, a full-day program--the authors found more Get Set children scored above the fiftieth percentile on reading in kindergarten, first and second grades and in math at kindergarten. Children who attended either prekindergarten had higher percentages scoring at or above national norms in reading and math through the second grade than children not attending prekindergarten (Philadelphia School District, 1976, 1977, 1978, 1981).

Goodstein et al. (1975) followed an older cohort of Head Start children in Hartford who had participated in Head Start in 1966. They found that "a significantly smaller percentage of Head Start children than non-Head Start children had been placed in special education classes or retained in grade" by the sixth grade (pp. 11-12). There were no significant differences between the two groups on academic achievement, however.

Similarly, Ross (1972), in a study of Head Start graduates in the Seattle public schools through grade four, asked teachers to rate these children, their peers, and the Head Starters' siblings on a variety of developmental characteristics. He found no significant differences between the Head Start children and the general school population including children of higher socioeconomic status on general intellectual development though the effect was less pronounced in language arts and arithmetic skills. Both the Head Start children and the general district population were rated significantly higher than the non-Head Start siblings on these scores.

Pinkelton (1976) studied 156 fourth graders in Cincinnati who had attended Head Start, comparing them to their nonattending peers. She found no differences between the two groups on measures of achievement, language processing or classroom behavior.

Summarizing the trends in these studies is rather complicated because different measures of performance yield different results, subgroups of children (cohorts, boys and girls) sometimes perform differently, and results differ within the same study in different years.

On achievement tests, some groups of Head Start children perform better than non-Head Starters in four studies (Seitz, Philadelphia, Monroe and McDonald, and O'Piela) and some groups perform worse in two studies (ETS and Seitz). In the Philadelphia study, Head Start children also did not score as highly as children who had attended an all-day preschool program. There was no difference between some Head Start groups and non-Head Starters in some years in seven studies (Seitz, ETS, Kanawha County, Monroe and McDonald, Pinkelton, Clark, and Goodstein). However, Head Start children performed no differently from more advantaged control groups in two studies (Philadelphia, and Miller and Dyer).

On measures of success in school such as retention in grade, teacher ratings, placement in special education, and dropping out, Head Start graduates usually fare better. In four studies, Head Start children performed better on these measures than their nonattending peers and, in two studies, Head Starters performed as well as more advantaged controls. In one study (Rocha), Head Start children used more special educational services than non-Head Start children.

These results suggest that while academic test score superiority obtained during Head Start is not consistently maintained, Head Start children may have developed the desired social competence so that they can progress in school, stay in the mainstream, and satisfy teacher's requirements better than their peers who did not attend (see Table II).

However, the nagging problem of nonexistent or noncomparable control groups confuses the conclusions. On one hand, the demographics from several studies show that control children often come from families that have higher incomes, are more likely to have two parents in the home, and have higher parental educational levels. On the other hand, parents of Head Start children who were motivated enough to get their children enrolled, may continue to motivate these young students to pass and to stay in school. However, Head Start was a relatively new program when many of the study children included in this section of the review attended it. Recruiting for Head Start was often a vigorous outreach program reaching both motivated and less motivated families.

Thus the question remains of the mechanism by which the Head Start effect operates. Head Start may affect chldren's learning directly. It may affect parental attitudes and through them, the child. It may affect both, yielding an interactive effect on the child's school performance. Whatever the mechanism, Head Start appears to be having the desired effect of enhancing school success.

Impact of Experimental Interventions

A number of investigators have used experimental, time-limited interventions to teach cognitive skills to Head Start children. The special programs range from music education to the teaching of problem solving. Generally, they are successful in that children usually score significantly higher on posttests than pretests and do better than nontreatment control groups.

Three studies report efforts to raise general intelligence through the insertion of experimental programs into a regular Head Start program. One used a particular short-term curriculum, the others used volunteers and mothers to enhance learning.

McGee (1972) introduced the Bessell-Palomares Human Development program as an experimental 28-week training program with a group of nine children who were five and six years old and enrolled in an Appalachian Head Start program. The children showed significant gains on the PPVT from pre- to posttest but nonsignificant gains on the California Test of Personality, and the Developmental Profile designed to measure change in awareness, mastery, and social interaction.

A specially designed developmental program taught by volunteers was the intervention studied by Wooden (1976). For three months, eight volunteers worked with 12 Head Start children one morning a week for two hours. The intervention included activities focusing on hearing and listening, vision, verbal facility, touching objects, drawing, physical coordination, and group discussion. These children gained significantly on the Slosson Intelligence Test from pre- to posttest while control children who received only the regular Head Start program in another community did not perform as well.

Mothers were encouraged to read to their Head Start children 15 minutes a day in an intervention conducted by Highberger and Brooks (1973). The 40 children in the experimental group were furnished with picture storybooks while the control Head Start students received toys from a toy library. After a 17-week intervention period, the experimentals were found to score significantly greater gains than the controls on the PPVT.

Two groups of researchers examined the effectiveness of efforts to teach Head Start children problem-solving or "learning to learn" skills. Walls and Rude (1972) presented 60 Head Start children with a series of two objects--one familiar and one unfamiliar to the child. They rewarded the children for selecting the familiar object, but discovered the children would explore a novel object anyway in what the authors termed a "learning to learn" effect.

Table 2

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through High School by Measure

ACHIEVEMENT TESTS

Study Author	Performance of Groups		
	Head Start Graduates Superior	No Significant Difference	Controls Superior
Clark Fourth Grade		Vocabulary and Reading Achievement Skills	
ETS Third Grade		High performers on achievement tests	On reading and math (may not be significantly different from Head Start graduates)
Goodstein Sixth Grade		Achievement tests	
Kanawha County Third Grade		On Comprehensive Test of Basic Skills (CTBS)	
Monroe and McDonald Third Grade	Achievement tests		
Fifth Grade	Achievement tests		
Eighth Grade		Achievement tests	

Table 2 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing Head Start/Control Comparisons Through High School by Measure

ACHIEVEMENT TESTS

Study Author	Performance of Groups		
	Head Start Graduates Superior	No Significant Difference	Controls Superior
O'Piela Third Grade	On Iowa Test of Basic Skills		
Fourth Grade	On Iowa Test of Basic Skills		
Philadelphia School Disrict Third to Fifth Grades	Achievement Tests (controls were more advantaged)		
Pinkelton Fourth Grade		Achievement measures Language processing	
Seitz, Apfel and Efron Third Grade	Girls on 1 subtest of Peabody Indvidual Achievement Test (PIAT)	Boys on 4 of 5 PIAT subtests; girls on 4 of 5 PIAT subtests	Boys on PIAT math
Fifth Grade	Girls on 1 subtest and total PIAT	Girls on 4 PIAT subtests; boys on PIAT	
Seventh Grade	Girls on 1 PIAT subtest	Girls on 1 of 4 PIAT subtests; boys on 4 of 5 PIAT subtests	Boys on PIAT math

Table 2 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing
Head Start/Control Comparisons Through High School by Measure

MEASURES OF SCHOOL SUCCESS

Study Author	Performance of Groups: Head Start Graduates Superior	No Significant Difference	Controls Superior
ETS Third Grade	High performance on retention in grade		
Goodstein Sixth Grade	Special Education Placement and Retention in Grade		
Miller Through Seventh Grade		On retention in grade, assignment to special education	
Monroe and McDonald Through Twelfth Grade	Graduation from high school; retention in grade; special educaton placement		
Rocha Through Third Grade			On use of special education services
Ross Through Fourth Grade	To non-Head Start siblings on teacher ratings of intelligence, language arts, and arithmetic	On same measures with more advantaged general school population	

Table 2 (Continued)

Results of Longitudinal and Follow-Up Head Start Studies Showing
Head Start/Control Comparisons Through High School by Measure

INTELLIGENCE TESTS

	Performance of Groups		
Study Author	Head Start Graduates Superior	No Significant Difference	Controls Superior
Miller Seventh Grade		On WISC-R	
Seitz, Apfel and Efron Third Grade	Girls on PPVT	Boys on PPVT	
Fifth Grade	Girls on PPVT	Boys on PPVT	
Eighth Grade	Girls on PPVT	Boys on PPVT	

Shure and Spivak (1973) taught 113 four-year-old Head Start children cognitive problem-solving skills in an effort to help them handle their own interpersonal problems. For example, the authors would ask the children to name as many reasons as they could why a child in a picture was sad. A comparison group of 106 children received no training. The intervention lasted 12 weeks. The program was found to "significantly enhance ability to conceptualize solutions to a given interpersonal problem and potential consequences to a given act" (p. 7) as measured by the Preschool Interpersonal Problem Solving Test.

Two experiments introduced music training into Head Start programs with some success. Adkins and O'Malley (Hawaii University, 1971) examined the effectiveness of a music curriculum developed by the University of Hawaii on 39 Hawaiian Head Start children, comparing them to 20 children who participated in a motivation curriculum program. Using the Musical Aptitude Test as a criterion, all children made large gains over the school year, but the experimentals scored significantly higher than the controls on only one subtest.

Young (1974) compared two classes of 32 Head Start children with two classes of 32 nursery school children in terms of their abilities to benefit from a structured musical instruction program. One Head Start class and one nursery school class received the training; the others served as controls. The training lasted for nine weeks and consisted of 20 lessons. There were no significant differences among the disadvantaged experimentals, the advantaged experimentals and the advantaged controls at posttest. All three of these groups scored significantly higher than the Head Start controls.

Specific cognitive abilities and concept learning have been the focus of experimental, time-limited interventions using Head Start children and a variety of teaching techniques. For example, Keislar and Phinney (California University, 1970) taught two groups of Head Start children function words (negative terms) using two techniques. In the first situation, the children received novel reinforcement for their successes or errors and were allowed to manipulate puzzles that were part of the game. The second group could not manipulate the objects and received only one type of reinforcement for performance. After three days of game playing both groups showed significant gains on a listening comprehension test. However, there was no significant difference between the two groups' preference for the activity in which they had been involved.

Bryson (1970) studied the teaching of prepositional concepts in an experiment with 48 Mexican-American four-year-olds. One group received instruction in Spanish only, one in English only, and one bilingually. A control group received no instruction in these concepts. After three days of instruction the three experimental groups scored significantly higher than the controls on tests of demonstration and labeling of the prepositions. There were no significant differences among the three treatment groups.

Blumenfeld and Keislar (California University, 1970) had 30 four-year-old Head Start children play a "Tell and Find Picture Game" for 20 minutes for six days. The game is designed to teach both speaking and listening comprehension skills. Children showed significant gains from pre- to posttest on a researcher-devised test focusing on understanding prepositions.

Cohen (1971) taught letters to 40 Head Start children using films. Children who were asked to repeat the letter after it was presented in the film learned significantly better than those who were not asked to give an overt response. This was true for both four-year-olds and three-year-olds.

These studies demonstrate overwhelmingly that short-term, targeted efforts to improve general intelligence and specific cognitive skills are successful. Essentially, the children learned what they were taught and they made large and/or significant gains in every study.

When viewed against the less frequently found positive effects of the curriculum variation and long-term studies, it appears that these concentrated gains are not maintained over longer periods of time, at least with such consistency.

Impact on Perceptual Development

A child's perception of his or her environment is an important component of concept development and cognitive growth. Perception is the child's "selection, organization, and initial interpretation or categorization of sensory impressions--that is, of what he sees, hears, touches, smells, or feels."[11] As a child matures these abilities become more differentiated, the child recognizes and responds to various parts of what is perceived. Four studies were identified in this area, three of which had used experimental programs to enhance the perceptual development of Head Start children.

Geller et al. (1975) used two reinforcement schedules to teach visual attending to 16 Head Start children. One group received praise for attending; the other did not. Those who received praise scored significantly higher on a test responding to questions about what they had observed.

Lawhon (1972) examined the effects of two forms of stimuli instruction on 44 Head Start students. Over a one-month period one group received perceptual training using concrete stimuli which progressed to abstract and the other received training using only abstract stimuli. A control group received no perceptual training. As measured by the Developmental Test of Visual Perception, those who received concrete training had significantly greater gains than the abstract stimuli group and the control group. The abstract stimuli group did not have gains significantly greater than the control group.

Rice (1972), in two studies with very small samples (14 and 8 Head Start children, respectively), found a six-week perceptual motor training program to produce no significant differences between children who received the training and those who did not.

One of the tests frequently used to measure a child's ability to differentiate objects and to match similar ones--Matching Familiar Figures--also involves the child's ability to reflect on the task. The faster he acts, the more likely he is to make mistakes. Further, reflective styles of problem-solving are related to better performance on tasks like reading recognition and inductive reasoning. In a study examining this ability, Sklerov (1974) compared two groups of 16 low-income kindergarten children on their cognitive style of reflectivity-impulsivity. One group had attended Head Start, the other had not. Sklerov found the Head Start children to have a "significantly more reflective conceptual tempo" (p. 87) than the control children as measured by the Matching Familiar Figures test.

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[11] Mussen, P., Conger, J., & Kagan, J. Readings in child development. New York: Harper and Row. 1969.

From these studies, it appears that special perceptual training efforts that use behavioral conditioning or which train children using techniques appropriate to their developmental stages are usually successful in increasing perceptual abilities. Further, Head Start apparently helps children develop more reflective cognitive styles.

Impact of Head Start on Language

The development of language skills is an important component of the Head Start educational program. The performance standards require that the educational plan provide for "promoting language understanding and use in an atmosphere that encourages easy communication among children and between children and adults."

In the mid-1970's, Kirk and Hunt studied Head Start children's problems with combining understanding of language with color concepts. Two studies (Kirk, Hunt and Lieberman [1975] and Kirk and Hunt [1975]) compared Head Start children to middle-class nursery school children in each of two consecutive years on tests of color identification. The authors found no differences in perceptual identification (matching two blocks of the same color). However, for "heard identification" ("what color is this block?"), Head Start children scored significantly lower than nursery school children, demonstrating, the authors say, that "social-class differences in the semantic mastery of color information by children in their fifth year are pronounced" (p. 314).

In an earlier study by the same authors (Hunt and Kirk, 1974), Head Start children performed at significantly lower levels on perceptual identification, spoken identification and listening identification. The Head Starters' scores were also significantly lower on tests of shape identification and identification of numbers of objects.

In contrast, Arnoult (1973) compared 60 first graders who had attended Head Start in Louisiana to 60 who had not. Those who had attended Head Start scored significantly higher than the nonattenders on the Illinois Test of Psycholinguistic Abilities.

Similarly, Von Isser and Kirk (1977) studied the changes in psycholinguistic abilities of 41 Head Start four-year-olds. Significant gains were found on the ITPA over a six-month period on all subtests except the grammatic closure and auditory sequential memory. Psycholinguistic quotients increased by an average of 8.7 points, a significant difference.

Enhancing language development by experimental treatments was attempted in four other studies reviewed for this report. Matthias (1972) studied the effects of three treatment conditions on the language of 45 Head Start children. One group of 15 received a specific ten-minute-per-day, eight-week language program taught by college students in addition to the regular Head Start program; the second participated in ten minutes of spontaneous conversation with college students; the third received Head Start only. The children in the language training program scored significantly higher than the spontaneous conversation group on the Visual Association and Auditory reception subtests of the ITPA, but not higher than the Head Start alone group. There were no significant differences among groups on the PPVT or the Verbal Expression or Visual Reception, or Auditory Association subtests of the ITPA.

Vukelich (1974) used a Language Process program to train low-income mothers to assist their Head Start children in language development. The children in this experimental group received ten minutes of specified language interaction with their mothers each day. Children in a second experimental group received ten minutes of interaction with college students. The control group received the regular Head Start program only. After three months, children in the mothers'-intervention group showed significantly greater gains on the PPVT and three subtests of the ITPA than children in the college student group. However, the mother-treatment group was significantly superior to the Head Start-only group on only one ITPA subtest.

Hutinger and Bruce (1970) examined the effects of adult verbal modeling and feedback on the oral language of Head Start children. Children who were trained and reinforced for modeling the adult's language performed significantly better on a posttest for production of adjectives and sentences than children who were given indiscriminant praise.

Beissel (1972) used behavioral modification techniques to increase the verbalization of a single child in a Mississippi Head Start program who rarely spoke. The child's frequency of verbalization rose from five percent of 15-second intervals to 48 percent at the end of the experiment.

While the language abilities of Head Start children have been found to lag behind those of middle-class children, these studies show that Head Start has a positive effect on language development, at least in the short run. Special interventions using training, modeling, and behavior modification have all been found to improve the language capabilities of these children.

Impact of Head Start on Bilingual Children's Language

The performance standards require sensitivity in program operation to the bilingual, bicultural child. The educational component must involve:

> Having a curriculum which is relevant and reflective of the needs of the population served (bilingual/bicultural, multicultural, rural, reservation, migrant, etc.).

Having staff and program resources reflective of the racial and ethnic population of the children in the program.

Including persons who speak the primary language of the children and are knowledgeable about their heritage. . . (p. 9)[12]

Researchers are beginning to explore how well Head Start serves the bilingual child. The major study to date was conducted by Juarez and Associates (1982) as an evaluation of the Head Start bilingual/bicultural curriculum models. Four hundred forty-two children were studied in eight sites. Two hundred forty-three children were in the experimental group; 199 in the comparison group. Over the course of the Head Start year, Spanish-preferring children in the experimental group made significant gains over comparison children on measures of English language acquisition, concept development and perceptual motor development. They also increased their use of English by 21 percent over the year and showed significant gains over comparison children on Spanish Language Production and Concept Development. English-preferring experimental children performed as well as comparison children on all English language measures.

Those children in the Head Start Planned Variation Study whose first language was Spanish made gains in receptive language skills three times as great as Spanish-speaking control children and considerably greater than children in regular Head Start programs (Huron Institute, 1974).

In a smaller and earlier investigation, Robinson (1972) compared the oral language of black, Mexican-American and white children in Arizona. Of the 43 children, nine had spent two years in Head Start, 14 had spent one year and 20 had not participated in Head Start. The author found no significant differences among the ethnic groups but did find Head Start effects for black boys. These boys, with two years of Head Start experience, gave fewer nonstandard English responses than did boys with one year or less Head Start experience, i.e., they performed better on this language test. These boys also produced a significantly higher proportion of standard auxiliary verbs than did boys with one year or less of Head Start.

As described in the section on special interventions, Bryson (1970) found that Mexican-American children tutored in prepositional concepts scored higher than children receiving no training. Counterintuitively, though, there were no differences among treatment groups receiving instruction in Spanish, English or bilingually.

In summary, Head Start programs with special or bilingual curricula apparently perform well in assisting bilingual children in language development and the closely related area of concept development, at least in those instances where the languages are Spanish and English.

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[12] Head Start Program Performance Standards (OCD Notice N-30-364-4). Washington, D.C.: U.S. Department of Health and Human Services. Issued 1975, reprinted 1981.

Impact on Cognitive Development of Handicapped Children

Approximately eleven percent of the children enrolled in Head Start programs are handicapped. Their special needs and cognitive development have been the focus of several research efforts.

The Administration for Children, Youth and Families sponsors an annual survey of programs to determine the level of effort in serving these children (Informatics, 1983). The range of handicaps is wide. In 1981-82, of all children classified as handicapped, the percentage for each condition was as follows:

Speech Impairment	60%
Health Impairment	11%
Serious Emotional Disturbance	5%
Mental Retardation	6%
Physical Handicap	6%
Specific Learning Disability	6%
Hearing Impairment	3%
Visual Impairment	3%
Blindness	less than 1%
Deafness	less than 1%

The largest study of handicapped Head Start children, the Applied Management Services studies (1978A, 1978B) sampled Head Start handicapped children in two consecutive years. The types of disabilities found are presented below.

Handicapped Head Start Children
Identified in Year I and Year II
of AMS Study

	Year I 269 children	Year II 400 children
Speech Impaired	22%	29%
Physically Handicapped	14%	19%
Mentally Retarded	13%	11%
Health or Developmentally Impaired	11%	17%
Learning Disability	12%	6%
Emotional Disturbance	11%	7%
Visual Impairment or Blind	8%	5%
Hearing Impairment or Deaf	9%	6%

Clearly, the AMS sample had fewer speech impaired, more physically handicapped, and more mentally retarded, blind and deaf children than the general Head Start population. However, this is the only large study available of the developmental progress of handicapped Head Start children.

Handicapped children in Head Start programs, non-Head Start programs and in no program were rated for their progress over an eight-month period.

Using the Alpern-Boll Developmental Profile which is based on parental reporting of child development, the authors found "few significant treatment effects for most Alpern-Boll subscales by handicap" (p. 8.9) over the operating year. However, there were some exceptions. Head Start children with speech problems scored significantly higher on all subscales except social skills at posttest than children in other, non-Head Start programs. Also, Head Start children with learning disabilities or emotional disturbances scored higher than non-Head Start handicapped children on the posttest measures of "academic age." Differences for physically handicapped or mentally retarded children were not significant on cognitive scores.

Conone (1979) examined the use of volunteer tutors to assist Head Start youngsters with special educational needs (mainly low achievement levels) in Wood County, Wisconsin. Participating children gained an average of four months in developmental age over chronological age as measured by the Alpern/Boll Developmental Profile in the first year. In the second year, three-year-olds averaged a 20-point increase on the Preschool Inventory, while four-year-olds gained an average of 16 points. In the third year, three-year-olds gained an average of 18 points, four-year-olds, 21.3 points and five-year-olds 16.2 points on the same test. No significance levels were reported.

Summary: Cognitive Development

Head Start appears to be enhancing the cognitive development of young children during the program year as evidenced by a number of studies showing significant pre/post gains. As the children grow older, these gains begin to dissipate. As the children move through school, fewer studies find differences between them and non-Head Start attendees to be maintained on achievement tests. However, several studies show that Head Start children are less likely to be retained in grade, assigned to special education, or to drop out of school. Because these indicators relate to adaptation to school and social skills as well as academic achievement, it may be that Head Start is promoting social competence. Even though these students may not score well on tests, they adapt better to the school environment so that they can remain in the mainstream longer than their non-Head Start peers.

There appears to be little difference among experimental curricula or between prescribed curricula and regular Head Start programs. Perhaps there are no real differences or perhaps Head Start's increased program maturation by the time the Planned Variation program began made "regular" Head Start as good as special programs. Some researchers have speculated that there may be a threshold level of program quality. Once a program passes this level, additional efforts do not produce greater effects. Head Start may have reached this threshold level by the late 1960's.

Head Start appears to help children develop more reflective cognitive styles and to enhance their language development, at least in the short term. Bilingual children appear to benefit considerably from their Head Start experiences, particularly in knowledge of English and concept development, and especially when the programs have special or bilingual curricula.

Experimental cognitive training interventions are almost always successful in producing immediate gains on general intelligence, specific cognitive skills, and perceptual skills. Head Start also appears to enhance the cognitive abilities of some types of handicapped children.

Overall, Head Start seems to be having positive effects on the cognitive abilities of children. The effects are particularly pronounced immediately, decline gradually into elementary and high school, but evidence of them still remains in selected studies through the teenage years.

WHAT IS THE IMPACT OF HEAD START ON THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN?

A child's personality and his or her ability to get along with adults and other children are important concerns in Head Start programming. The independent, self-confident child is one who is most likely to be highly motivated to achieve, and the cooperative, nurturant child is most likely to be popular with other children and adults.[13] Head Start aims to promote healthy emotional and social development through providing "a supportive social and emotional climate which enhances children's understanding of themselves as individuals and in relation to others . . . gives children many opportunities for success . . . provides an environment of acceptance which helps each child build ethnic pride, develop a positive self-concept, enhance his individual strengths and develop facility in social relationships."[14]

Emotional and social development have been the focus of a range of studies. These studies have investigated the development of a positive self-concept, the development of curiosity, achievement motivation and self-control, and the development of emotional maturity. Several researchers also have explored the relationship between self-concept and achievement. Other studies have examined how the developing child relates to peers and adults, and how Head Start affects these relationships.

The studies in this section should be viewed with the caution characterized by Walker (1973) who, in her book reviewing socioemotional measures for young children, severely criticizes many of the measures used in these studies. She finds that for such measures "standardization procedures are practically nonexistent, reliabilities are generally moderate, and validity is generally poor" (p. 39).[15] The heavy dependence of these measures on the child's verbal ability and children's strong desires to please adults by giving "socially desirable" answers are two of Walker's greatest concerns about validity. She feels that the most valid measures are observational ones. However, most of the studies reported here rely on the child's self-report.

Though emotional and social development are important goals of Head Start, there are fewer studies in this area than in cognitive development. Earlier reviews of the Head Start literature attribute this dearth to difficulties in measuring socioemotional development (Hertz, 1977; Zigler, 1973; Walker, 1972). Still, Hertz, Zigler and other reviewers (Datta, 1972; Mann, 1977) have reported that Head Start has a positive effect on various affective and social domains.

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[13] Mussen, Conger and Kagan, op. cit. pp. 346, 405

[14] Head Start Program Performance Standards, op. cit. pp. 6-7

[15] Walker, D. Socioemotional measures for preschool and kindergarten children. San Francisco: Jossey-Bass, 1973.

The Effects of Head Start on Emotional/Personal Development

The typical Head Start four-year-old is just beginning to develop the personality characteristics that enable him to break away from his mother, control his behavior, develop a sense of self, curiosity and strivings for autonomy and achievement.

The development of a positive self-concept is a primary goal of Head Start. However, the topic has received little attention from researchers in the last decade. In one of the few studies identified, Bridgeman and Shipman (ETS, 1975) tested 1800 Head Start children and found self-esteem measures for both Head Start and non-Head Start children to be "uniformly high as measured by the Brown IDS Self-Concepts Referents Test." These scores remained high through first grade, but had declined by third grade. The authors suggest that "preschool teachers need not stress programs designed to improve self-esteem . . . (but) teachers in the early elementary grades, especially teachers of economically disadvantaged children should be particularly aware of their own behaviors which may decrease the initially high levels of children's self-esteem" (p. 73).

In a case study of the implementation of a humanistic curriculum in a Head Start class in Chester, Vermont, Dodge (1974) examined effects on self-fulfillment, self-regulation and self-concept. Rating the children's behavior in the classroom, she concludes that "all objectives but one record behavior at the 3.0 range in May which is clearly above the December range. In each goal area, there is an increase in the behavior specified as desirable by the model" (p. 125).

There has been slightly more interest in the relationship between self-concept and achievement. Washington (1974) examined the relationship of self-concept and academic readiness in 46 Head Start children and 46 middle class kindergarten children in Mississippi. As measured by the Screening Test of Academic Readiness and the Thomas Self-Concept Values Test, no significant relationships between self-concept and readiness were found for the two groups.

Noland (1972) studied the self-esteem of 30 black Head Start children and 30 white kindergarten children in Alabama. She used the Clark U-Scale, the Self-Esteem Subtest of Children's Self Social Constructs Test and the Boehm Test of Basic Concepts to examine relationships between self-concept and achievement. The kindergarten children scored higher on the concepts test and on self-concept as measured by the U-Scale, but no differences were found in the Self Esteem Subtest. The U-Scale was found to be more predictive of achievement in kindergarten and Head Start than the Self Esteem Subtest.

Bridgeman and Shipman (ETS, 1975) found self-esteem measures in Head Start did not predict third-grade achievement and they related to achievement in Head Start only for urban girls. They postulate that self-esteem is more affected by academic achievement in the early school years than vice versa. In a special analysis of high and low achievers in this study, Shipman et al. (ETS, 1976) found that children who showed the greatest gain in academic achievement through the third grade had a "continuing warm and stimulating classroom environment combined with a home environment that provided the child emotional support in general and support for school activities in particular" (p. 38).

Part of a child's self-concept is his or her racial identity and sex role identity. Two studies examined relationships of race to self-concept. In the Jones et al. (1975) study described earlier, Jones examined a program designed to enhance self-esteem among children in racially mixed Head Starts. One year the program lasted five months, the second year it lasted two months. Significant positive effects of the program for self-concept were found for the first year and effects were greater for boys than girls. The effects were not significant the second year.

Spencer and Horowitz (1973) studied the perceptions of Head Start children in regard to color--black and white. They found both black and white children to prefer white, but an experimental procedure to reward children for choosing black produced significant differences in changing behaviors over control children.

Rose (1975) found southwestern Head Start boys to have significantly stronger sex role preferences than girls on the It Scale for Children. (The ITSC requires children to make very stereotypically male or female choices as between a doll high chair and a train engine.) Also, teachers rated boys as having more behavioral problems than girls, but the teachers did not consider the boys' behavior to be extreme, according to the author.

To summarize, though development of a positive self-concept is a major Head Start goal, relatively little research has been conducted on it in the last decade. The experimental treatments used by Dodge and by Jones et al. apparently did enhance self-concept somewhat, but because of the size and quality of the ETS study, we tend to agree with Shipman's assessment that self-esteem is high in the preschool years, and not very amenable to enhancement by Head Start. At least this appears to be true the way it is currently measured. Self-concept has not been found to be reliably predictive of current or later achievement. Shipman's suggestion that achievement in school is probably a determinant of a child's self concept (rather than the reverse) seems plausible on the basis of these studies.

In regard to racial identity, two efforts to enhance self-concept in racially mixed groups and by reinforcement were partially successful.

On sex role identity, the single study indicates stronger identity for boys than girls on one measure. Simply put, it appears Head Start boys are more "boyish" than Head Start girls are "girlish" and while teachers find some of this boyish behavior difficult, they consider it normal.

Effects on Curiosity and Exploratory Behavior

Curiosity and exploratory behavior have been examined by Minuchin (Temple University, 1971), Feeney (1972), Miller and Dyer (1975) and Nash and Seitz (1975). Minuchin studied correlates of curiosity and exploratory behavior in

18 Head Start children in Philadelphia. She concluded that exploratory behavior was related to differentiation of self-image, expectations of coherence and support in the environment (mainly from adults), and concept formation.

Feeney (1972) compared children in two Head Start curricula (Bereiter-Engelmann and the Responsive Model) on measures of exploratory behavior (Curiosity Box), innovative behavior (Dog and Bone), approach to materials and stance toward learning (Free Play Observation Instrument), and self-sustained learning during teacher absence (observation). Children in the Responsive Model Classes scored significantly higher on the Curiosity Box. No differences were found on the other measures. The author cautions that there were more three-year-olds in the Bereiter-Engelmann class, and that the curriculum was not fully implemented, thus the results are tenuous.

In Miller and Dyer's four-curriculum comparison study, all experimental groups performed better than controls on the Curiosity Box over the Head Start year, and the DARCEE curriculum model students performed the best.

On the Dog and Bone test, the Traditional and Bereiter-Engelmann models scored lower than the DARCEE and Montessori models. Scores for all models increased over the subsequent years until second grade. The authors speculate that because children in the Bereiter-Engelman and Traditional curricula had received more negative feedback on answers and behavior, they were less likely to experiment with the test materials.

Nash and Seitz (1975) compared children in a full-day Head Start kindergarten to children in a half-day kindergarten who had previously attended Head Start. They found no differences between the groups on measures of curiosity or reflectivity, but they did report significant differences favoring the full-day group on a measure of variation seeking and on a peg task of structuring tendency. Both of the latter items are related to motivation and the need for mastery of the environment. While the authors felt differences were increasing toward year end, the large number of assessments (over 20) is cause for caution in interpretation of the findings.[16]

These studies do not provide much enlightenment on the effects of Head Start on curiosity. They imply that programs that are more supportive and less didactic encourage exploratory behavior more than a more didactic one, and that a full-day program enhances performance on variation seeking behaviors, but these latter findings are tenuous at best.

Effects on Achievement Motivation

Interest in the motivation of children has been apparent in Head Start research, as have efforts to increase their motivation and task orientation. In Deloria's comparison of Home Start, Head Start and control children on the Schaeffer Behavior Inventory (a parental rating scale) (High/Scope, 1974), Home

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[16] The more tests for difference performed in a study, the greater the probability that some will be significant on the basis of chance alone.

Start children gained significantly on items measuring task orientation over the program year. Head Start comparison children did not change significantly on these measures, nor did control children. However, on a tester's rating of the child's test orientation and sociability during testing, both Head Start and Home Start children gained significantly over the year on test orientation, but not in sociability. The control group performed in the reverse.

The results were similar in a study by Benson and Kuipers (1974). The authors tested 90 Anglo and Mexican-American Head Start children with the Preschool Inventory (PSI). They found the children's scores on the PSI to correlate positively with Classroom Behavior Scale scores on extraversion, task orientation, general adjustment and peer adjustment. The scores were negatively correlated for ratings on introversion and distractibility. No correlations were found between ratings on hostility or consideration of others and the PSI.

Efforts to motivate children to perform better were studied by Adkins and O'Malley (Hawaii University, 1971) and Quay (1971). In an attempt to teach motivation to Head Start children in Hawaii, Adkins and O'Malley (1971) designed a special motivation curriculum. No differences were found from pre- to posttest or between the experimental and control group of Head Start children on the Gumpgookie test which is designed to measure academic achievement motivation.

Quay (1971) examined differences in testing conditions to determine the effect of using candy versus praise and black English versus standard English on the scores of 100 black Head Start children on the Stanford-Binet. No differences were found for reward or language style. In these two studies, the special interventions had no effect on changing the achievement motivation of the children.

The concept of locus of control, the degree to which a child feels he or she has some internal control over what happens to him or her, is related to internal drive for achievement. This contrasts with an external locus of control in which events are perceived as controlled by chance or luck. The child who feels a sense of control is more likely to strive for achievement than one who feels his or her efforts have little effect. Stephens and Delys (1973) found lower internal control scores for 55 Head Start children than 50 middle-class nursery school children, but no differences between black and white Head Start children measured by the Stephens-Delys Reinforcement Contingency Interview (SDRCI) (1973). Stephens (1973) also found that a Montessori preschool program increased internal control scores more than a Head Start or a more structured preschool program as measured by the SDRCI, but the difference was not significant.

The degree to which a child can control his behavior can also affect achievement. Seitz (1972) studied the relationship of an analytic style of children on the Preschool Embedded Figures Test (PEFT) to several measures of impulse control. For the sample of 47 Head Start children, she found significant positive relationships between the PEFT and one measure of inhibition of motor control. She also found a positive relationship between the analytic factor in the WPPSI and a teacher rating of capacity for impulse control.

Also of possible relevance to achievement is a child's liking or disliking of school. Seitz, Apfel and Efron (Brown, 1978) followed two cohorts of Head Start and Follow Through children in New Haven, Connecticut, through the eighth grade. They found the second cohort of Follow Through girls significantly less likely to report that they liked school than the girls who had not attended Follow Through even though the Follow Through girls were better performers than the controls. There were no differences for the other groups. The authors attribute this difference between the girls to "reflect an awareness of what a more positive school experience could be" (p. 106). This finding is consistent with that of Shipman (ETS, 1975), reported in greater detail in a subsequent section of this chapter.

These studies reveal that, on some measures, Head Start children score higher on test orientation than controls, but not on task orientation. Task orientation has been found to relate to performance on cognitive tests in Head Start children. Special efforts to improve achievement motivation are not found to be successful. Head Start children score lower than middle class children on locus of control measures and different curricula appear to have little differential effect on this characteristic. Finally, a liking or disliking of school is not necessarily related to performance in school for the children studied.

Social Development and Interactions

Head Start is one of the first extended extrafamilial social experiences for participating children. The question of how Head Start affects that social development is an important one, but one that has not received a great deal of attention in the literature. The studies that exist focus most closely on school-related social behavior.

Pinkelton (1976), in her dissertation study of 156 fourth graders in Cincinnati who had attended Head Start, found no differences between Head Start and non-Head Start children on the Devereaux Elementary School Behavior Rating Scale. She did find that former Head Start students who had been referred to the school system's special services program were significantly more inattentive, withdrawn, and rigid than their nonreferred Head Start peers. They were also more apt to cause classroom disturbances, to work slowly, and to give irrelevant responses to questions.

A 1978 Abt Associates study compared 656 Head Start graduates from 99 centers to 670 non-Head Start children via teacher ratings. Head Start children scored higher on proximity and attention-seeking, were less conflicted in these types of behaviors, and ranked higher on assertive/aggressive behaviors. The authors interpret these findings as showing that "Head Start children tend more to seek closeness with other children and adults, attention from others and to a certain extent more help from others. At the same time they are more direct and consistent and less confused or vacillating in these activities, suggesting a higher level of confidence or certainty. Also Head Start children tended to be rated higher on their displays of physical or verbal aggressive behavior" (1978B, p. 22).

Similarly, Ross (1972), in a study of Head Start graduates in the Seattle public schools, asked teachers to rate these children, their peers, and the Head Starter's siblings on a variety of developmental characteristics. He found no significant differences between former Head Start children and the more advantaged general school population on social or emotional development. Both the Head Start children and the general district population were rated significantly higher than the non-Head Start siblings on these scores.

The effect on social skills of variation of the curriculum was studied by Rentfrow et al. (1975). They compared a class using a special curriculum to encourage children to learn through all their senses and to actively participate in the learning process to Head Start classes using more traditional approaches. Using the McCarthy Scale of Children's Abilities as the measure, the authors found minimal differences between the two groups on the societal arts and skills cluster of the tests on gains from pre- to posttest.

Similarly, Shure and Spivak (1973) used a special teaching approach to help 113 Head Start students think for themselves in ways to solve their interpersonal problems and to carry out these strategies. The intervention appeared to help all the children but especially those who were "most aberrant." It helped, equally, children who were very impulsive or very inhibited.

In a large study of the effects of a bilingual-bicultural curriculum on Spanish-speaking and English-speaking children, Juarez and Associates (1982) examined the socioemotional behavior of a subsample of 46 children of whom 26 were Spanish-preferring. Observations revealed increases in the "average proportion of appropriate socioemotional behavior over the preschool year." This increase was largely due to gains of 58 percent of the children in motivation. Throughout the year the majority of observed behaviors in the area of self-esteem were positive. Inappropriate behavior increased at year-end, due, the authors said, to "waning interest in preschool as summer vacation approaches leading to less participation in group activities" (p. 73).

Reese and Morrow (1971) examined the impact of varying the socioeconomic mix of a Head Start program on the social behavior of children. These authors found as the level of socioeconomic mix increases there is an increase in interaction between the children and adults and a decrease in interactions among children. As the mix decreases, (i.e., the group becomes more socioeconomically homogeneous), the children mix more with each other.

In this study there were three groups of varying socioeconomic mixtures. Head Start experimental group I had a 50/50 ratio of advantaged to disadvantaged children. Head Start experimental group II had 75 percent disadvantaged and 25 percent advantaged. The Head Start control group was all disadvantaged. The experimental groups had significantly greater gain scores than the control group on persistence, field independence, and prognosis for a child to do well in kindergarten on the Cincinnati Autonomy Test Battery. On the Kansas Social Interaction Observation Scale, the children in the most equally mixed group scored significantly higher gains than the other groups for subscores on interaction with adults. Gains in interaction among peers were highest for the control group, with the second experimental group almost as close. The authors also found the more mixed groups increased significantly more than the control on the Preschool Inventory over the operating year.

Unlike performance in the cognitive realm where Head Start children fall below the general school population in performance, the social behavior of these children has been found to be similar to their schoolmates in several studies. Indeed, the Abt study found them more sociable (in those researchers' terms) and also more assertive and aggressive than their peers. Two studies found positive benefits from experimental interventions or particular curricula in enhancing social skills, while another found no difference between an experimental program and regular Head Start. Reese's examination of socioeconomic mixing presents a dilemma of conflicting goals for Head Start as cognitive gains apparently result from a more heterogeneous grouping while this structure produces less interaction among children and more between children and adults.

Longitudinal Studies of Emotional and Social Development

Other than the Seitz and Ross studies, cited in the earlier section, only two studies were located that examined the socioemotional development of Head Start children longitudinally.

Miller and Dyer (1975), in their comparison of four types of Head Start curricula, found that children who participated in DARCEE and traditional classes scored higher on verbal-social participation through the end of the second grade than did controls or their peers in Montessori or Bereiter-Engelmann classes. Scores for children in all programs except Bereiter-Engelmann increased over the four years on the Curiosity Box test which correlates with social competency measures. They also declined somewhat in aggression ratings.

Shipman's ETS study of Head Start children in four locations began prior to their entry into Head Start in 1969. Her work reveals much about the characteristics of these children over time, but few direct comparisons to non-Head Start children. As mentioned earlier, on the Brown IDS Self-Concept Referents Test, Shipman found the children to score very highly on self-esteem even prior to Head Start, but their scores dropped by third grade (ETS, 1975).

Children's scores on the measure for achievement motivation (the Gumpgookie Test) were found to be predictive of third-grade reading scores for boys and girls in both the urban and rural sites. The predictive ability for this test was quite mixed on measures of math or problem-solving ability. The same was true of the first grade Schaefer Task Orientation test ratings except that these ratings were predictive of reading and math achievement for urban girls at third grade. Self-reported school enjoyment was high for all children in first and third grades and significantly higher for Head Start boys in the third grade.

Ratings of children's task orientation by their first grade teachers correlated highly with third-grade achievement and significantly added to predictions from Head Start year achievement scores. The author concludes:

> While self-reports by low-SES black children in first grade indicated that they enjoyed school and had high levels of achievement motivation, these positive attitudes were not reflected in their basic reading and math skills, or, especially in boys, in task-oriented behaviors as perceived by their teachers. Thus, while developing positive attitudes may be necessary for school success, it is obviously not sufficient; teachers also must provide adequate instruction on the appropriate task-related behaviors. Also, the school environment must reinforce and sustain such interest and motivation. Of course, the extent to which the teachers' perception of low-SES black children as less task oriented created an expectancy cycle of effects is unknown. (p. 78)

In conclusion, it appears from the work of Seitz, Ross, Miller and Dyer, and Shipman that self-esteem declines once a Head Start child enters school. However, Head Starters appear to perform as well as their more advantaged peers into the early school years on social development.

Impact of Head Start on Emotional and Social Development of Handicapped Children

The AMS study of handicapped children in Head Start evaluated their progress in social development, comparing them to children in non-Head Start programs. The authors concluded, "Head Start children showed less adult-oriented behavior and more positive child interactions than their non-Head Start peers over the course of the program year" (Applied Management Sciences, 1978B, p. 8.46).

These investigators also found that across all handicapping conditions, Head Start children achieved greater developmental gains on self-help skills than non-Head Start children. These differences were significant only for children who were speech-impaired or physically handicapped.

Of the handicapped children in the 59 Head Start programs studied, AMS found 66 percent to be "socially integrated" in classroom activities, 24 percent were somewhat socially integrated, and ten percent were considered socially isolated. More of the emotionally disturbed and mentally retarded children were isolated than were children with physical handicaps (AMS, 1978A).

Similarly, HEW's Service Delivery Assessment study found Head Start to be "very successful in mainstreaming the handicapped." They found handicapped children to be "well integrated into the classroom" (HEW, 1977, pp. 40-41).

Summary

The effects of Head Start on social-emotional development are as broad and amorphous as the area itself. However, a few conclusions can be drawn.

Self-esteem appears to be at ceiling levels in preschool and the additional effects of Head Start on it are hard to determine and little studied. However, some special interventions designed to enhance self-esteem appear to be successful over the short term.

Self-esteem does not reliably correlate with current achievement nor consistently predict later school achievement in Head Start children. Further, self-esteem declines once the child enters school.

In terms of affective behavior that relates to achievement, there is some evidence that curricula that are less didactic and provide less negative reinforcement to the child may enhance curiosity. A full-day program may increase variation seeking behavior.

Head Start children have been found to increase on some measures of task orientation over the program year and task orientation has been found to correlate with intelligence in Head Start children. In contrast, special efforts to increase the related ability of achievement motivation have not been successful. Similarly, studies to date find Head Start children lower than middle-class children on measures of locus of control and Head Start has not been found to increase these scores.

On social development, Head Start children are usually rated no different from the general school population. However, they have been found to be more aggressive and more attention seeking, but also more sociable and assertive than their peers.

Some studies show positive effects on social development after participation in a program with a special curriculum. Children from some types of Head Start curricula maintain superiority on social participation through the second grade. Further, one study found that, as the socioeconomic mix approaches equality, children interact more with teachers and less with each other.

Head Start is fairly successful at socially integrating handicapped children into their programs. Physically handicapped children show more gains in social development than do children with mental or emotional disabilities.

WHAT IS THE IMPACT OF HEAD START ON THE PHYSICAL HEALTH OF CHILDREN?

Very few studies have been undertaken to measure the effects of Head Start on the health of children. Those studies which do analyze health status are usually cross-sectional surveys of Head Start children.

Twenty studies pertaining to health were identified for this review. The largest number of these, ten, deal with general health, three deal with nutritional status, three with dental health and the remainder with physical development and the health of handicapped children. No studies of mental health were found.

According to the performance standards, Head Start programs must provide comprehensive health services to children. These should include medical and dental screening and treatment, immunizations, mental health services, health education, nutritional services, and services to handicapped children. The need for such services is evidenced by research on the health status of low-income children. Seham (1970) cites data on children entering an urban Head Start center showing that 34 percent had not seen a physician in two years, 75 percent had never seen a dentist, about 14 percent were not born in hospitals and 50 percent had not been immunized against childhood diseases.

Similarly, in Shipman's longitudinal study of 1,800 Head Start children in four communities (ETS, 1971), "a higher frequency of health-related problems were found (among these children) than is found with upper socioeconomic groups." There were "more prenatal, birth and postnatal complications, more abnormal findings on the visual and auditory screening tests, higher suggested incidence of neurological problems, below average hemoglobin levels, and fewer immunizations" (p. 39).

Mason (1973) provides additional evidence of potential health problems of a sample of 295 black Head Start children in Harrison County, Mississippi: 84 had positive sickle cell trait tests.

Because so few studies address directly the effects of Head Start on child health, this review included studies which report simply whether health services were being provided. The provision of services is considered a proxy for identifiable impacts. The Administration for Children, Youth and Families conducts an annual survey of Head Start programs to determine compliance with performance standards. This survey, called the PIR because it is based on Program Information Reports completed by the local programs themselves, contains information on the delivery of health services. The 1981-82 PIR (Maxima, 1983) reports that 84 percent of the over 340,000 children enrolled had completed medical screenings by the end of the year. Of these, 25 percent were diagnosed as needing medical treatment and 95 percent of those received it. Ninety-three percent of all children were up-to-date on their immunizations by year end.

An evaluation of the health component in a 1977 Service Delivery Assessment (HEW, Region III, 1977) studied 29 "representative" Head Start programs in six regions. It noted that "Most programs have developed strong health components and nutritionally adequate food service" (p. 5). The report states that "spot checking of records and discussions with parents confirmed the program's claim of 100 percent immunized" (p. 36). The provision of mental health services was less adequate due to the irregular quality of these services in the communities. The major health problems of Head Start children cited by the study were speech, hearing and vision, with dental disease being foremost in areas lacking fluoridated water. The study found 52 percent of the centers to be in full compliance with health performance standards and 22 percent more to be only slightly out of compliance.

Other surveys generally point to Head Start effectiveness in providing health screening and immunization, but to less success in providing medical treatment. In an evaluation of 30 Head Start/EPSDT demonstration projects (of a 200-project population), Boone, Young and Associates (1976) extrapolated from their data to project that 125,985 children had been screened for health problems during the program's first year. This was a "four-fold" increase over the previous year. One out of five children screened was diagnosed or treated, generally for chronic or acute conditions. Dental care was the most prevalent service provided--again "four-fold" over the previous year. Ninety-two percent of the Head Start children classified as needing mental health services received psychological testing but only 13 percent were counseled or referred for other services.

Reyes Associates (1980) reported less success in screening and treatment by migrant Head Start programs. Their survey of 77 migrant Head Start centers identified medical screening of 522 children which revealed medical problems and resulted in treatment for 335 children. Only 42 of 77 surveyed programs had screened all children enrolled. Children at 40 of these centers had dental problems and 238 of 309 referred (73%) were treated. Thirty-seven programs had screened migrant children for develomental problems resulting in 83 referrals and treatment of 37 children (44%). Immunizations were up to date for about 40 percent of the children.

The 1981-82 PIR Survey (Maxima, 1983) reports similar findings on migrant programs. Though about the same percentages of migrant children (26.6%) as regular Head Start children (25.3%) are identified as needing medical treatment, migrant programs fall below regular Head Start programs on the percentages of children screened and treated, as shown below:

	Head Start Average	Migrant Average
Percentage of Children Receiving Medical Screening	84.2	62.6
Percentage of Children Receiving Needed Medical Treatment	94.8	90.8
Percentage of Children Receiving Dental Exams	78.2	53.4

Percentage of Children Receiving Needed Dental Treatment	92.9	80.7
Percentage of Children Up-to-Date in Immunizations	92.6	76.9

A comparison of health services received by Home Start and Head Start children was presented by Deloria (High/Scope, 1974). Head Start children had received significantly more immunizations, had better diets, and had visited a doctor more recently than Home Start children. Further, Home Start children received better medical care than control children. Head Start program children were more likely than Home Start children to be immunized over the school year while Home Start children were more likely to gain weight over the year.

Based on these surveys, it is clear Head Start is providing health screening and treatment services to large numbers (though not all) of Head Start children. But are these services making children healthier? The following sections address this question.

The General Health of Head Start Children

Ross (1972) studied the effects of Head Start on 108 Head Start graduates in grades K-4, their older (non-Head Start) siblings and the overall district sample of children in Seattle. Teachers rated former Head Start students higher than their siblings on physical and motor development. There was no significant difference between the Head Start children and the more advantaged general student population on this measure.

In a small study, Cook (1976) found that 14 Head Start children in Maine had significantly lower hemoglobin and hematocrit levels in their blood than a comparison group of 13 higher SES nursery school children at the beginning of the school year. However, by the spring the differences between the two groups had decreased.

Hambidge (1976) found significantly lower zinc in the blood of 74 Denver Head Start children, selected for low height, than children in a middle-class comparison group. A zinc supplement was provided for half of the Head Start children and a significant difference in growth for boys was seen after 6 months but no differences were present after 9 or 12 months.

Among other factors, the Huron Institute (1973) studied motor inhibition of over two thousand children in Head Start Planned Variation and regular Head Start programs. The study reported a significant increase from pre- to posttest at nearly triple the natural growth rate for all Head Start children. However, there were no differences between Planned Variation and regular Head Start children.

Adkins and O'Malley (Hawaii University, 1971) developed music and physical development curricula to stimulate physical development of Head Start children in two classes in Hawaii. Using the Bayley Scale as a measure, no significant differences were found from pre- to posttest. The authors concluded that since children were near norms at pretest, there was no delayed motor development present to be remediated.

The AMS 1978B study found that, at posttest, mentally retarded children in Head Start performed significantly better than similar children in non-Head Start programs on motor skills. These differences were not found for children with other types of handicapping conditions.

As the HEW Service Delivery Assessment study reported, Head Start is doing an excellent job of screening children for medical and dental problems and immunizing them against diseases. All studies reviewed confirm this, but they also describe a less effective program of medical and dental treatment. This is especially the case for migrant programs.

Head Start children apparently are healthier as a result of Head Start and do not differ significantly from their more advantaged peers on physical development. This is so despite the fact that the Head Starters entered the program with health status below that of more advantaged populations.

The Nutritional Health of Head Start Children

Nutrition is an important component of the Head Start program. Centers provide meals, snacks and nutrition education to children and parents. The 1981-82 PIR survey reports that 93 percent of all programs reported receiving funds for food from the U.S. Department of Agriculture (Maxima, 1983).

Horner (1977) (also Olson, 1974) credits Head Start's two meals a day for contributing to less growth depression among 67 Chippewa Indian children in Wisconsin than among comparable southwestern Indian children. However, they did find that five to eight percent of these children were still under height for age, 28 percent were overweight and hemoglobin levels were below an acceptable level for 25 percent. Symptoms of infections were found for 31 percent of the children but no signs of malnutrition.

Gietzen and Vermeersch (1980) compared a group of children who had attended Head Start to two other disadvantaged groups of children (Title I and those receiving Free School Lunch) as well as to a group of higher SES children who had attended a private preschool. The private preschool children outperformed all the disadvantaged groups on the Comprehensive Test of Basic Skills, on measures of placement in academic tracks, in special education and retention in grade. However, Head Start children had significantly fewer absences due to illness than their Title I or Free Lunch peers. Head Start boys were taller than Free Lunch boys through age 14, and outperformed them on a six-minute jogwalk test. (Some of these differences may result from Head Start health services as well as Head Start nutrition services.)

In an evaluation of Head Start's "Healthy That's Me" curriculum demonstration project, Zamoff et al. (Urban Institute, 1975) reported a number of differences between experimental and comparison groups, based on parental reports of child health knowledge and behavior. However, the implementation of the program was so inconsistent (e.g., 60 percent of the parents in the experimental group never received materials) that few valid conclusions about the curriculum's effect can be drawn.

The Dental Health of Head Start Children

Head Start performance standards require oral examinations of all children and treatment where necessary. Topical fluoride applications are to be made where water is not fluoridated. The need for such dental care is illustrated by several studies on the condition of Head Start children's teeth.

Pugnier and Igens (1974) reported on the examination of 1,250 children in 16 Head Start agencies in Minnesota. The average score on an Oral Hygiene Index was 1.19 indicating "urgent dental care was needed for the children to prevent tooth loss." (p. 280) Forty-three percent of the children were found to have untreated decayed teeth.

Murphy (1974) examined 557 Head Start children and 300 Head Start parents in Mobile, Alabama, Gulfport, Mississippi, and New Orleans, Louisiana. Children in Mobile, where water was fluoridated, had fewer decayed or filled teeth than children in other cities. The parents of these same children suffered from considerably more decayed teeth. Depending upon their ages, parents had an average of 16.3 to 30 teeth which were decayed, filled or missing.

Barton (1975) studied the oral health of 908 Indiana Head Start children in 1971-1973. These children were in worse shape than those in Minnesota but similar to those in Mississippi and Louisiana. Differences were found between children living in fluoridated and nonfluoridated areas. Children in cities with fluoridated water had an average of 5.44 carious surfaces per child while those in areas without fluoridation had 8.08 carious surfaces per child. In 1972-73, Head Start provided transportation to the dentist for 499 of the children studied. Of these, 354 needed treatment, and 272, or 71 percent received complete restorative services. The prior year when parents had provided transportation, 47 percent had received treatment.

The 1981-82 PIR Survey (Maxima, 1983) reported that 78 percent of Head Start children received dental exams. Of these, 41 percent were identified as needing dental treatment, and of these, 93 percent began that treatment prior to the close of the operating year.

Health Impacts on Handicapped Children

Head Start has a special mandate to assist handicapped children by including ten percent handicapped children in the overall enrollment and mainstreaming these children into regular activities. The 1981-82 PIR Survey found 11 percent of the children enrolled in Head Start to be classified as handicapped (Informatics, 1983).

The 1977 study by Applied Management Sciences (AMS) examined 59 Head Start programs to determine how well they were fulfilling this requirement.

The Head Start programs were compared to non-Head Start programs that were providing services to handicapped preschoolers in the same communities. The AMS researchers found 90 percent of the Head Start centers to be well equipped for the handicapped children. However, 40 percent of the children did not have individualized service plans as recommended by the Administration for Children, Youth and Families and only 20 percent of the teachers had early childhood or special education training.

The investigation criticized the programs for having identified 60 percent of the handicapped children through the normal enrollment procedure rather than through a special recruiting effort designed to identify eligible handicapped children in the community. These results are consistent with those reported by the Service Delivery Assessment report (HEW, 1977); i.e., most handicapped Head Start Children had been identified during enrollment.

These findings are contradicted to some extent by the programs reporting their recruitment activities in the 1981-82 Handicapped Services Survey of Head Start programs. In that report, 91 percent of the programs said they took a variety of steps to enroll and serve severely handicapped children. Coordination with other agencies was reported by 80 percent of the programs and 62 percent reported special outreach and recruitment procedures aimed at the severely handicapped. Twenty-nine percent had instituted orientation sessions for local diagnosticians and 21 percent had changed their recruitment and enrollment criteria. Only six percent reported making no efforts to serve these children (Informatics, 1983).

The Service Delivery Assessment (HEW, 1977) found that services to handicapped children were provided primarily to children with handicaps such as speech impediments, vision and hearing problems, and chronic illnesses. Except in two (of 29) sites, the investigators stated they "observed almost no severely physically handicapped children" (p. 40).

The AMS studies (1978A, 1978B) found the following levels of severity of handicapping conditions in the two cohorts they studied.

Severity of Handicapping Condition, Head Start

Severity	Year I 269 Children	Year II 400 Children
Mild	22.7%	41.8%
Moderate	41.3%	38.8%
Severe	27.1%	16.1%
Profound	2.6%	3.3%
Other	6.3%	---
	100.0%	100.0%

The Head Start Survey of Handicapped Services in 1981-82 found 32.4 percent of the handicapped children in Head Start to require "little or some special education or related services"; 51 percent to require "a fair amount" and 17 percent require an "almost constant" amount of these services (Informatics, 1983).

Thus, though Head Start appears to be serving a number of severely and profoundly handicapped children, the majority are classified as mildly to moderately handicapped.

Summary

Clearly, many children come to Head Start with health problems. High percentages receive medical screening and of those needing treatment, most receive it.

Migrant programs are not as successful at screening and treating children's medical needs or immunizing them as other Head Start programs--a fact which is as likely to reflect the transient nature of this population as the efforts of the program. Though few health impact studies are available, the ones that exist generally find Head Start children improve in hemoglobin levels, motor control and physical development after receiving Head Start health services. Head Start children are more likely to be of normal height and weight than comparison children, to have fewer absences from school, and to perform better on physical tests.

Studies differ on the number of Head Start children immunized, but the PIR data appear most comprehensive, revealing about 90 percent coverage.

The dental status of Head Start children is usually poor at enrollment, but large percentages, though not all, receive screening and treatment if needed. If Head Start provides transportation the children are more likely to be treated. Further, children in migrant Head Start programs are less likely to be screened and treated for dental needs than children in regular Head Start programs.

Eleven percent of the children in Head Start are handicapped; the majority of these are mildly or moderately handicapped. Programs have not fully complied with requirements to develop individual educational plans for these children. Further, some question exists as to how aggressively programs recruit handicapped children.

Based on the results of a major Head Start health curriculum evaluation, the success of efforts to educate parents about child health is unclear.

WHAT IS THE IMPACT OF HEAD START ON FAMILIES?

Parental participation has been considered an important component of the Head Start program since its inception. Much child development research in the last decade has justified this emphasis by demonstrating that parental involvement in early childhood education benefits both the child and the parent.[17]

The Head Start Performance Standards require that parents have the opportunity to be involved as decision-makers, as participants in classrooms, as educators of their own children, and as participants in other self-planned activities. Head Start grantees must have Policy Councils composed of at least 50 percent parents of children in the program. Parents must be able to participate in the classrooms as paid employees, volunteers or observers. Parent education programs must be developed and must be responsive to parental needs. Finally, staff are required to make two home visits a year to each family to assist parents in working with their children at home. Head Start also is intended to provide a variety of social services to the families of enrolled children.

This section examines the extent to which parents participate in Head Start and the effects of the program. Twenty-three studies addressing family impacts were reviewed. The topics covered by the studies include type and amount of parent involvement, parental satisfaction with Head Start, effects on parents and effects on children of parental involvement.

Parental Involvement

To benefit from parental involvement opportunities, the opportunities must indeed exist and parents must participate. Several studies have investigated the presence and utilization of parent involvement activities. By and large, these studies report that the opportunities are available and that many parents do take advantage of them.

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[17] See Bronfenbrenner, U. A report on longitudinal evaluations of preschool programs: volume II: is early intervention effective? Washington: DHEW, 1974.

Chilman, C. Programs for disadvantaged parents: some major trends and related research. In B. Caldwell & H. Ricciuti (Eds.). Review of Child Development Research: Child Development and Social Policy. Chicago: University of Chicago Press, 1973, pp. 403-465.

Goodson, B. & Hess, R. The effects of parent training programs on child performance and behavior. In B. Brown (Ed.). Found: Long Term Gains From Early Intervention. AAAS Selected Symposia Series. Boulder, Colorado: Westview Press, 1978, pp. 37-78.

On the basis of interviews with personnel from 30 randomly selected centers, the National Head Start Parent Involvement study (Stubbs, 1980) reported that a high percentage of the programs were providing opportunities for parents to be involved. Current or former Head Start parents comprised 89 percent of the centers' policymaking councils and committees. Ninety-five percent of the programs provided funds for parent-initiated activities, most of which were Head Start-related. For example, most centers had developed lists of community resources to be used by parents. Eighty-six percent of the teachers reported that they had trained parents in activities which they could perform at home with their children. Many centers had developed special materials for parents relating to handicapped children, health, and nutrition. Seventy-seven percent of the programs used parent volunteers in the classrooms; 80 percent of the centers used parents to help prepare meals. In the centers studied, 32 percent of the employees were Head Start parents.

In 1981-82, the PIR survey reported that for every three Head Start children slightly more than two parents provided volunteer services. Indeed, Head Start programs reported an average of 20 volunteer hours contributed per week (not necessarily all from parents, however). Further, the programs reported that 29 percent of all Head Start staff members were parents of Head Start children (Maxima, 1983).

Similarly, Kirschner Associates' (1978) assessment of the Child Development Associate (CDA) training program found that 50 of 80 project managers reported that 33 percent of their CDA trainees were parents of current or former Head Start children.

In a survey of 32 programs involving 656 children (Abt Associates, 1978), two-thirds of the parents interviewed reported helping in classrooms, with 49 percent saying that they had helped monthly. Eighty-one percent of the parents interviewed reported that someone from Head Start had visited their home and 34 percent reported four or more visits during the year. This was contrasted to reports of parents with children in other preschools, only 43 percent of whom reported staff visits to their homes. Center staff in 86 to 90 percent of the programs reported parental use of such community social services as mental health clinics, guidance clinics, work and recreation facilities, and family planning clinics. Their use of these services was reportedly the result of Head Start information and referral services. The 1977 Service Delivery Assessment Study of 467 Head Start parents reported similar results. Eighty percent of the programs serving parents provided social services including information and referral, counseling, and transportation--services which the parents felt were generally successful.

The PIR survey for 1981-1982 showed 62 percent of the families as needing some form of social service (Maxima, 1983). Of the families identified as needing services, 96 percent received them by the end of the year according to program staff. Of these, 43 percent received services directly from Head Start and 18 percent were referred to other agencies.

A 1975 report to Congress by the Comptroller General of the United States focused part of its inquiry on parental participation, specifically on the extent to which parents volunteered in the classroom, attended center meetings, and received home visits. Across the six programs studied, most parents had volunteered for at least a few hours each year. On the average, parents volunteered 32 hours a year, but 35 percent of the parents accounted for 71 percent of the total volunteered time. Four grantees kept records on parent attendance at center meetings. Considerable variation was reported, with 46 percent of the parents attending more than 50 percent of the meetings in two programs and only 17 percent of the parents attending more than 50 percent of the meetings in the other two programs.

Parental Satisfaction

Closely related to parental involvement in programs is parental satisfaction both with Head Start in general and with specific Head Start programs. All studies reviewed for this report found parents to be highly satisfied with Head Start. The Service Delivery Assessment study of 467 Head Start parents, mentioned earlier, found nearly all parents to be greatly satisfied with their children's accomplishments, exceeding their expectations. Parents interviewed for the Abt study endorsed the program as being helpful both to their children and to themselves. Ninety-seven percent said that they would send their younger children to it.

In an evaluation of four experimental bilingual/bicultural Head Start curricula, Juarez and Associates (1982) found that mothers of the 375 children in the study "expressed highly positive attitudes toward bilingual, bicultural curriculum models, Head Start and bilingual education" (p. iii). Similarly, Dittman (1972), in a series of case studies of 20 children, concluded that "parents clearly value this opportunity for their children and care deeply about their futures."

Effects on Parents

A number of reviews (O'Keefe, 1979; Datta, 1973 and 1979; Grotberg, 1980; Hertz, 1977) have examined the effects of Head Start preschool programs on families and generally reported benefits to parents and children. Parents appear to benefit most from involvement in Head Start in terms of increased satisfaction with life, improvement of life skills, job training and employment. Fewer benefits have been found as a result of specific training in child development or participation in health education.

Midco Educational Associates (1972) investigated the effects of parent involvement in Head Start and compared centers where parental involvement was classified as high with those where it was classified as low. The study found that parents who were highly involved felt more successful, happier, and more satisfied than parents who were less involved. (However, the former parents were better educated and had higher incomes.) The general life satisfaction of the highly involved parents increased more than that of the less involved during the time their children were enrolled in Head Start. Parents from centers classified as low in parental involvement felt less control over their own lives and felt less able to influence the schools or their child's education. O'Keefe (1979) cites a number of Head Start benefits to parents including increased social contacts, assistance in assessment of family needs and referral to services, parent education opportunities, and strengthening of parental support for their children's education.

In a study of 25 parents in a Wisconsin Head Start program, Adams (1976) reported self-perceived changes in the parents' behavior and self-concept. Parents involved in the program reported feelings of increased self-confidence, control over their own lives, and increased community participation and employment.

Lamb-Parker (1983) examined the effect of Head Start program participation on 82 mothers in New York City. She compared the mothers' psychological well being at the beginning of the year and 9 months later on a number of measures obtained by questioning the mothers. The mothers who participated most in the program had higher levels of psychological well being, lower levels of depression, anxiety and somatic complaints (as sleep disturbances). With more participation, the mothers' faith or trust in other people also increased. Mothers who participated more also scored higher on their satisfaction with life and happiness. The mothers who lived in better housing and who were less depressed participated more.

In relation to child-rearing practices, Johnson and Peevers (1979) studied the effects of Head Start on mothers' disciplinary attitudes and behaviors. At the end of the program, the mothers were stricter with their children regarding accidental breakage of items and parent-child conflict. However, they were less strict in terms of general control of the child. While parental education was found to be correlated with the mother's acceptance of "contemporary" rather than autocratic child rearing attitudes and her self-esteem, increased exposure to Head Start did not change parents' scores on scales measuring these attitudes or the mother's acceptance of a "conventional" social role for women.

Experimental Interventions

Several researchers have studied the effects on parents of experimental programs added to the regular Head Start parent involvement efforts.

Silverman (1974) compared a group of Head Start parents to non-Head Start parents in a school for children with learning and social adjustment problems. The Head Start families received more intensive social services than did the non-Head Start parents. The Head Start parents scored lower on family functioning measures at the beginning of the study, but improved more than the non-Head Start families. However, the differences were not significant.

Wohlford (1974) compared two parent training methods for work with Head Start parents in Miami. Four groups of parents were trained in a "sensitivity-discussion" method with discussion on a variety of personal topics. Four other groups participated in sessions designed to help them facilitate the language development of their children. No measures of changes in parental attitudes or behavior were made. However, attendance was best for the language development groups, and the author claimed that six of the eight groups "appeared to sustain a high degree of relevant interest among the parent participants" (p. 243) and considered the program a success.

This report was the subject of considerable scholarly criticism in subsequent articles by researchers who felt no demonstrated effect had been shown (Wayson, 1974; Phillips, 1974).

Bissell (1971) reports on the evaluation of the pilot year of the Head Start curriculum Planned Variation Study described earlier in which four major types of curricular models were compared to "no model" control programs. The total sample included 2,647 children; 1,569 in Planned Variation, and 1,078 in regular Head Start classes. The children were tested at the beginning and end of the year, and their mothers were interviewed and tested as well.

On measures of mother-child interaction from spring to fall using the Hess and Shipman Eight-Block Sort Task," maternal verbal communication, maternal regulation, child verbal responsiveness, and child success all increased from fall to spring.... Mothers of children in model and regular Head Start classes changed about equally in their styles of verbal interaction. Children in model programs, however, had significantly greater increases in success on the sort task than children in regular classes" (p. 25).

In response to the parent interview question, "What difference has Head Start made in your own life this year?" the report claims that parents in "regular" programs answered in terms of babysitting and day care facilities, but in model classes parents were more likely to emphasize changes in the parent-child relationship and in the child's and the parent's self-development. However, the data themselves are not that clear-cut, with babysitting being an important benefit to over 12 percent of all center-based groups.

Smith (1980) compared two experimental parent education methods for teaching Head Start mothers about child-rearing. One group participated in a group discussion while the other attended lectures and films. After five months, no differences were found on measures of child-rearing attitudes or locus of control measures. Similarly, Zamoff (Urban Institute, 1973), in interviews with 368 Head Start parents, found few significant differences on a variety of health topics between parents from centers where the "Healthy, That's Me" curriculum had been used rather than other health education materials. As noted earlier, this demonstration may not have been a fair test of the curriculum.

Economic and Educational Benefits

Several studies have described economic and educational benefits to parents as a result of their involvement in regular Head Start programs. In some studies, parents have given personal testimony to document changes in their lives because of Head Start; however, systematic research measuring this effect is scarce. Some evidence is provided by the work of Adams (1976), McDonald (1980), and the Service Delivery Assessment study (HEW, 1977). Adams found that 11 of the 13 most intensely involved parents in her Wisconsin study had moved from being "on welfare to being off welfare." Parents also reported having increased their education, and having increased opportunities for employment as a result of Head Start participation. McDonald (1980) identified four parents who cited educational improvements in their lives which they attributed to their participation in Head Start; these changes led to employment for four mothers.

The Service Delivery Assessment study (HEW, 1977A) found many parents who reported "dramatic changes in their life attributable to Head Start involvement. A number of parents who start out as volunteers become aides, cooks, teachers and even program directors . . . the many personal success stories of parents who became actively involved suggest that it is in reality an area of significant program achievement" (p. 10).

Effects on Children of Parental Involvement

An indirect, but highly important, effect of parental involvement in Head Start is the potential impact on children. Several studies in the last decade have reported benefits in academic achievement to children with involved parents. Monroe and McDonald (1981), in a follow-up study of 94 children who had attended Head Start in Georgia in the 1960's, compared them to their peers who had not attended. They also examined differences between the children whose parents had been very involved and those who were less involved. Parents of students who graduated from high school more often reported that they had participated in Head Start parent activities or served as volunteers than parents of dropouts. Almost all of the parents located at follow-up had positive comments about Head Start, mainly relating to its ability to prepare the child for success in school.

In a study of 59 children from three upper New York Head Start programs, Weld (1973) found parents' involvement in Head Start and their child's gains on several intelligence measures to be positively related. She also found attendance, a factor largely controlled by parents, to be related to residual gains on two intelligence tests. In an unusual finding, family function variables (as the mother's perception of the value of education, her provision for the child's immaturity and her support for individuality) were more closely related to the child's profit from Head Start than was family socioeconomic status. Weld states that these values are highly consistent with Head Start parent involvement goals.

Kinard (1975) studied 170 pairs of elementary school-age siblings and their parents who had been directly involved in Head Start and Follow Through. He found that the children had higher achievement test scores if their parents had been highly involved in Head Start than children whose parents were indirectly involved. Parent involvement had a greater effect on the scores of second siblings than first children. Both the amount of parent involvement and the duration of the program (attendance in Follow Through) had a significant effect on achievement scores of both siblings.

In contrast, more parental involvement did not produce differences in a program studied by Payne (1971). In this case, one group of parents of four-year-old Head Start children received weekly home visits from teachers while another group received only the normal Head Start program. No differences between the two groups were found on a battery of intelligence and achievement tests after a five-month intervention period. It should be noted, however, that this additional "involvement" was not initiated by the parent but by the program.

Increasing Parental Involvement

Over the years, Head Start programs and researchers have tried to find more effective ways of increasing parent involvement, both in terms of the number of parents involved and the intensity of each parent's participation. As a result, several strategies and structural factors have been identified as affecting involvement.

The HEW Service Delivery Assessment study (1977B) found that parents do not participate because they have younger children at home, are attending school, are working, or have no desire to participate. However, in one state, a $50-per-month stipend was offered to AFDC recipients who volunteered for over 60 hours per month. This increased the average hours of participation per parent.

In a study of bilingual/bicultural curricula, Juarez Associates found parents were most active in preschool activities when the Head Start center was located in their immediate neighborhoods. Williams (1975) found that Indian Head Start parents in the Dakota-Nebraska region preferred an initiator rather than reactor type of parent involvement opportunity in Head Start programming.

In a Huntsville, Alabama, study of parent participation in five Head Start centers, Morris (1974) found that centers with higher participation used a variety of strategies to get parents involved. These included providing refreshments, sending notes, calling parents, and providing transportation, while the centers with lower participation used only one or two of these strategies. In centers where staff valued parental involvement, participation was higher, and centers where parents favored "active" forms of parental involvement had more participation than centers favoring more passive involvement.

Summary

In summary, the parental involvement component of Head Start appears to be working well and having positive effects on families. Many and varied opportunities are provided for parents to participate as decision-makers and as volunteers. Thousands of volunteer hours are contributed by parents especially in classrooms. At the same time, not all parents contribute equally.

Social services are provided directly or through referral and high rates of utilization are reported by staff. Home visits occur for most families, but less frequently than mandated by the performance standards.

High percentages of parents report satisfaction with the program for their children. For themselves, some parents report important changes in their educational or economic status, but there have been no studies which investigated this impact in a systematic matter. More rigidly designed studies have found personal benefits to parents in terms of feelings of control over their lives, general life satisfaction, less depression and increased self-confidence. Increased parental involvement does appear to be positively related to increased achievement in children but whether it is a cause or a correlated factor is unclear.

The effectiveness of parent education in Head Start has rarely been carefully studied. Studies of experimental educational programs added to Head Start usually show no effects. Bissell's discussion of the Planned Variation study provides the best evidence that both regular and model Head Start programs have positive effects on mother-child interaction.

WHAT IS THE IMPACT OF HEAD START ON COMMUNITIES?

Head Start has the potential for affecting communities both directly and indirectly through its effects on individual residents. Head Start has an impact on the community by providing services to families, and by contributing to the local economy through employment and purchase of goods and services. It also affects communities through the actions of its staff or families working for community change as representatives of the Head Start program. It may also serve as a training ground or launching pad from which individual parents proceed to become involved in other community activities.

The major report on the impact of Head Start on communities was conducted by Kirschner Associates (1970). Changes in 58 Head Start communities were studied and compared to seven non-Head Start communities. A total of 1,496 changes related to Head Start objectives were counted in the Head Start communities, while few were found in the non-Head Start areas. The types of changes identified included greater educational emphasis on the needs of the poor and minorities; modification of health services and practices to better serve the poor; increased involvement of low-income persons in decision-making capacities; and increased employment of local people in paraprofessional work. Although the data were collected by the Kirschner researchers prior to 1970, this study is included in this review because it is the major study addressing Head Start impacts on communities.

Economic Impacts On The Community

"Head Start has been like adding a small business to the community," commented a southeastern public official interviewed for the Service Delivery Assessment study (HEW, 1977). Indeed, the economic impact can be considerable judging from the jobs created by the program. According to the Administration for Children, Youth and Families (ACYF, 1980), Head Start employed 70,000 people in 2,000 communities in 1980. Fifty-nine percent of these employees were minorities. The Service Delivery Assessment report (HEW, 1977) also identifies an economic benefit to single parents who became able to work with the provision of child care.

The contribution of jobs to the community was also noted in a study by the Economic and Youth Opportunities Agency of Greater Los Angeles (1971) which found the program to be providing jobs for 464 previously unemployed people.

Impacts on Communities' Social Services

Head Start often plays an intermediary role in linking families to services and in maximizing its own efforts, through the use of other programs. The PIR survey reported that 45 percent of the Head Start children were enrolled in the Medicaid/EPSDT program. Of these, 87 percent received medical screenings paid for through Medicaid/EPSDT funding and 80 percent of those needing treatment received it through this funding. Further, 93 percent of all Head Start programs received reimbursements from the U.S. Department of Agriculture for food costs in 1981-82 (Maxima, 1983). ACYF (1980) also found that about half the

Head Start grantees participated in CETA in 1978-79. Fifty-five percent of handicapped children in Head Start received services from other agencies or individuals. Sixteen percent of Head Start staff members were partially or fully paid by other sources.

Head Start provides social services to families directly or links them to other resources. The program serves as an information and referral source for both Head Start and non-Head Start families (HEW, 1977). ACYF (1980) reports that 75 percent of the families received such services from Head Start or another agency in 1980. In addition, the study cites the following community resources used by Head Start families.

Resource	% of Families Using Resource
Food Stamps	72%
Public Health Clinic	70%
Family Planning	45%
Welfare Department	66%
Legal Aid	23%
Housing Authority	24%
WIC	33%
State Employment Office	47%
Job Training Programs	21%

However, it is not possible to assert that Head Start produces utilization of these services without a control group of similar non-Head Start families. The 1976 study that compared Head Start and Home Start children and parents (High Scope, 1976) found the two groups very similar in their use of community resources.

The Abt Associates study of Head Start graduates and their peers (1978) included a control group to measure the extent of Head Start impacts on some community services. The investigators found 52 to 98 percent of the centers studied reported availability of community health and social services and 89 to 100 percent reported use of these services if available. Thirty-three percent of the Head Start parents interviewed said Head Start had been of "some" or "a great deal" of help in dealing with family or personal problems compared to 16 percent of parents with children in some other preschool program.

The Service Delivery Assessment study (1977) found that Head Start project personnel serve as advocates for families with other social service agencies. Fifty-five percent of the projects studied reported that they were most effective in advocating for emergency or protective services. Head Start personnel also serve as advocates on issues that affect their client families at the state and local levels. For example, they serve on advisory boards, testify in legislative hearings, or lobby for improved services (HEW, 1977). However, the extent to which an agency is willing to "rock the boat" for families often depends upon its position within the local political structure and its history.

According to Miller (1978), the institutional characteristics of a Head Start program can affect its use of community resources. She found that even Head Start programs that have a distant central administration benefit from local administering agencies because the latter have access to community resources.

Impacts on Public Schools in the Community

There has been considerable speculation about the salutary effects which Head Start's parent involvement model may have on public schools. Indeed, this issue was the basis for former President Carter's unsuccessful proposal to transfer Head Start to the U.S. Department of Education. Only three studies explore this issue. Torczyner (1974) examined the assumption of control of a Marin County, California, Head Start program by parents, and compared the performance of the children in the program to that of children in a Head Start operated by the school system. While parental control afforded the staff increased opportunities for educational innovation, the parents were unable to maintain a viable organization over time. There were large differences in parental participation in the two centers. Fifty-eight percent of the parents in the parent-controlled center contributed volunteer classroom time and averaged 11.8 days of volunteer time per parent while 34 percent of the parents in the school-controlled center contributed an average of 3.4 days of volunteer time per parent. Though Torczyner found children from the parent-controlled center to score higher on an elementary achievement test than the children from the school-controlled center, there were major problems with sample selection and testing that could discount these differences.

In contrast, the working relationships of most Head Start programs and public schools appear to be quite compatible (Abt Associates, 1978). Though only 10 percent of the sample of 1,550 centers in this study were operated by school systems, Head Start use of school resources was considerably higher than 10 percent, as the table below demonstrates.

Head Start Center Utilization of Public School Resources
Abt Associates, 1978, p. 14

Area of Contact or Use of Public School Resources	Percent of Head Start Centers
Use of Buildings	58%
Use of Offices	25%
Administrative Personnel	58%
Teachers from School System	87%
Curriculum Supervisors	49%
School Program Coordinators	81%
Other	45%

In addition to the type of cooperative arrangement described above, there is evidence that a vertical diffusion (or "trickle-up") relationship may be found where Head Start programs and public schools co-exist.

Lewis (1971) examined the effect of Head Start on parent involvement in Title I projects in 20 school districts where Head Start programs were located. Though Title I also serves children in disadvantaged areas, it does not require the same types of parental involvement. However, Lewis found 54 percent of the members of the Title I Policy Advisory Boards to be parents. Parents participated in staff selection and worked as paid and nonpaid volunteers. Each project had an average of 10 parent staff members. Twenty parents were interviewed and their perceptions of the level of parental involvement were quite similar to those of school personnel. Parents also felt that parental participation had increased since the establishment of the Head Start programs.

The Service Delivery Assessment report also found that participation by parents in Head Start leads them to introduce Head Start concepts into the public school system. The author particularly noted "increased parent interest and involvement in school system decision processes and the use of teacher aides in the classroom" (p. 66, HEW, 1977).

Impact on Community Through Individual Parental Involvement

In addition to activities in the public schools, some studies have found parents to become more active in other community activities and leadership roles following their Head Start experience. The Service Delivery Assessment report states that Head Start involvement has helped foster parental confidence and community activism.

Stubbs (1980) found that Head Start programs used a variety of techniques to encourage parents to become involved in other community activities. The majority of the programs studied encouraged parents to discuss the proceedings of any public meetings with staff and other parents, provided training to parents on how they can participate in organizations, and encouraged parents to join community organizations.

However, in a 1972 study of 20 Head Start centers, Midco Educational Associates found that parents who had high involvement in Head Start had previously been highly involved in their communities. While their children were in Head Start their community involvement decreased, but it rose again after the child left the program. Head Start had little effect on parents who had low participation in Head Start or the community. Midco's work questions Head Start's causal role in involving parents in their communities. At the same time, one cannot ignore the considerable anecdotal evidence of community involvement of parents as a result of Head Start participation which has accumulated since 1970.

Summary

Clearly Head Start has an economic impact on communities by providing jobs and services to the community. It also encourages the coordination of community social services but whether it increases their utilization is unclear.

Head Start programs apparently do have positive influences on public schools, primarily by increasing parental involvement in their children's schools. There is some evidence that Head Start increases parental involvement in the community, but the only direct inquiry of this impact indicates that parents most involved in Head Start were involved in their communities prior to their Head Start involvement.

CONCLUSION

The studies reviewed for this report provide many and often mixed findings on the impact of Head Start on children, families and communities. While the bulk of the studies focused on cognitive effects, researchers also investigated impacts on social, emotional, and physical development of children as well as effects on their parents and the larger communities.

These studies point to positive effects of Head Start on the social competence of children. While academic and intellectual gains are produced during the Head Start program year, these tend to diminish with the passage of time. There is evidence, however, that these children do perform better than their disadvantaged peers on such global measures of school success as passing each grade, staying in regular school tracks, staying in school and graduating from high school.

This and other major conclusions from this review follow in brief form:

Cognitive Development

- Head Start has significant short-term positive effects on measures of intelligence. (pp. 18-20)
- Head Start children continue to score below national middle-class test norms on cognitive measures. (pp. 18, 24, 25, 29)
- Head Start children have more stable test scores under different testing conditions than non-Head Starters. (pp. 19-20)
- Head Starters sometimes outperform their disadvantaged peers into elementary school, though some studies show no differences. (pp. 24-27)
- Head Start children sometimes maintain superiority on achievement test scores into the later school years. About half the relevant studies show Head Start children maintaining achievement test differences into later school years, while the remainder of the studies show these differences are not maintained. (pp. 27-30)
- Head Start children usually perform better than non-Head Starters on measures of school success (retention in grade, special education assignment, dropping out of school). (pp. 27-30)
- No single Head Start curriculum appears to be superior to other curricula on cognitive measures. (pp. 20-23)
- It is unclear whether the socioeconomic mix and racial cultural emphasis of programs affect cognitive performance of Head Start children. One study shows positive effects from more equal mixing, the other shows no effect. (p. 23)

- Experimental, time-limited interventions for particular cognitive skills training almost always provide positive effects. (pp. 31-33)

- Head Start children who receive special perceptual training perform better than those who do not. Head Start children display more reflective cognitive styles than non-Head Start children. (pp. 33-34)

- Head Start usually improves language development, especially for bilingual children. Experimental language interventions are usually effective in enhancing language performance. (pp. 34-36)

- Head Start improves cognitive skills for some types of handicapped children. Experimental tutoring has produced large gains for children with low achievement levels. (pp. 37-38)

Emotional and Social Development

- Self-esteem apparently is at ceiling levels in the preschool years. The effects of Head Start on it are unclear and difficult to measure. (pp. 41, 44-48)

- Self-esteem does not correlate reliably with achievement in Head Start or reliably predict later school achievement. (pp. 41-42)

- Curiosity and exploratory behavior may be affected by the curriculum and program duration. There is some evidence that a more supportive program may enhance curiosity and a full-day program may increase children's motivation to interact effectively with their environments. (pp. 42-43)

- Head Start children score higher on some measures of task orientation than controls but not on other measures. Task orientation has been found to correlate with cognitive test scores in Head Start children. (pp. 43-44)

- Achievement motivation in Head Start children does not appear to be increased by experimental interventions. (p. 44)

- Head Start children have been found to score lower than middle-class children on measures of locus of control and Head Start has not been found to increase scores on these measures significantly. (p. 44)

- Head Start children are usually rated as performing as well as the general school population in the elementary school years in social development. They have been found to be more aggressive and more attention seeking, but also more sociable and assertive than their disadvantaged peers. (pp. 45-47)

- Some studies show experimental curricula to have positive effects on Head Starters' social development. (p. 46)

- Head Starters appear to be affected by the socioeconomic mix of their classes. As the mix approaches equality the children interact more with teachers and less with each other. (pp. 46-47)

- The self-esteem of Head Start children declines once they enter school. However, children from some types of Head Start curricula maintain superiority on social participation through the second grade. (pp. 47-48)

- Most handicapped children are socially integrated into Head Start programs. Head Start enhances self-help and social skills for some types of handicapped children, but not for others. (p. 48)

Health

- Head Start provides a range of health services to a population badly in need of them. Health screening, immunizations, and needed treatment are provided for most, but not all children. (pp. 50-52)

- Head Start children improve in hemoglobin levels, motor control and physical development over the program year. (pp. 52-53)

- Because of the nutritional services, Head Start children are more likely to be of normal height and weight than comparison children. They also have fewer school absences and perform better on physical tests. (p. 53)

- The evaluation of a major Head Start health curriculum did not provide sufficient evidence to determine its effectiveness. (p. 54)

- Head Start children generally have teeth in poor condition at entry, but high percentages receive screening and needed treatment. Migrant children are not screened and treated to the extent that other Head Start children are. (p. 54)

- Eleven percent of the children in Head Start are handicapped; the majority have mild or moderate handicaps. Programs have not fully complied with requirements to develop individual plans for the children. Some question exists as to how actively they are recruited. (pp. 54-56)

Families

- Head Start programs provide many opportunities for parental involvement. (pp. 57-59)

- Large numbers of parents participate in these programs, but a core of parents provide most of the volunteer hours. (pp. 57-59)

- Mandated social services are provided but staff visits to homes fall below recommended levels. (p. 58)

- Parents show high levels of satisfaction with Head Start. (p. 59)
- Parents report more general life satisfaction and increased self-confidence as a result of Head Start involvement. These benefits generally increased as involvement increased. (pp. 59-60)
- Educational and economic benefits are reported by some families. (pp. 61-62)
- Results on the benefits of parental education programs are inconclusive. (pp. 60-61)
- Child achievement is positively related to parental involvement but the presence of a causal relationship is unclear. (pp. 62-63)
- A variety of successful strategies have been developed to increase parental involvement in Head Start. (p. 63)

Communities

- Head Start benefits communities through providing jobs and services. (p. 65)
- Head Start programs assist families in linking up with social services provided in the community. (pp. 65-67)
- Head Start probably increases parental involvement in public schools. (pp. 67-68)
- The extent to which Head Start increases parental involvement in the community is unclear. (p. 68)

PART II

AN ANNOTATED BIBLIOGRAPHY OF THE HEAD START RESEARCH SINCE 1965

INTRODUCTION

Development of the Bibliography

The process of identifying the universe of studies for the Head Start Evaluation, Synthesis and Utilization Project began with the bibliography assembled in the 1975 literature review conducted by George Washington University. This bibliography included approximately 700 references. The materials collected during this study and additional materials held by ACYF were loaned to CSR, Incorporated. An additional 700 references were identified through on-line searches of computerized data banks and through manual searches of selected libraries. The primary data source for references has been the ERIC system. However, other data bases were carefully searched, including:

- AGRICOLA, (Agricultural On-Line Access), Dept. of Agriculture Database;
- BBIP, Books-In-Print Database;
- BOOK, Books Information Database;
- DISS, Dissertation Abstracts;
- ECER, Exceptional Child Database;
- GPOM, Monthly Catalog of U.S. Government Publications;
- IHSP, State Publications Index;
- NCMH, Mental Health Clearinghouse;
- NCFR, Family Resources Database;
- NRIC, National Rehabilitation Information Clearinghouse;
- PSYC, Psychological Abstracts;
- SMIE, Smithsonian Science Information Exchange;
- SSCI, Social Science Citation Index;
- ULRI, Ulrich's Index of Periodicals;
- USBE, Universal Serials and Book Exchange;
- MESH, Medical Subject Headings - Medline; and
- SPIF, School Practices Information File.

A manual search of the following libraries was conducted:

- Department of Health and Human Services;
- Department of Labor; and
- Library of Congress.

As Head Start resources were collected, the bibliographies included in these works were reviewed for additional references. In addition, two thousand (2,000) Head Start grantees were contacted by letter to request information on reports, papers, and other publications which included Head Start evaluation data. This effort resulted in the location of otherwise fugitive materials which were incorporated into the collection.

Each unique reference was screened by project staff for relevance to the Head Start Evaluation, Synthesis and Utilization Project. All documents that reported Head Start research findings, Head Start legislation and policy statements, or materials directly related to Head Start research such as annotated bibliographies were included in the data base.

Arrangement of the Bibliography

This Annotated Bibliography is arranged in alphabetical order by principal author, to the extent that alphabetical arrangement was deemed the most expedient way to find the individual item. Filed within this same alphabet, alphabetically by title, are a few items for which there are no authors. In order to connect all parts of a study, a corporate author was often selected as the main entry. The names of personal and/or co-authors for works listed under corporate authors can be found in the "Co-Authors Index." Personal authors for corporate entries are also listed at the end of the individual abstract.

In the case of corporate authors who are responsible for a number of studies, each of which contains several parts, the corporate author is used as the main entry. Alphabetized under the corporate author are the separate parts of studies. The individual parts of each study are in numerical or chronological order within the study sequence.

In the case of personal authors responsible for a number of items, the individual entries have been listed in chronological sequence under the author's name.

The second index is to the names of studies. For example, if the reader wishes to refer to reports pertaining to the study, "Education as Experimentation," the reader will find it listed in the "E" section of the "Studies Index." The name in parentheses following the study name, (Abt), is the corporate name and main entry under which the study is listed in the Bibliography. The item numbers refer to the parts of the study.

The third index is a "Subject Index." Twenty-six subjects were selected in the first stage of coding for the Head Start Evaluation, Synthesis and Utilization Project. All entries in this bibliography were assigned at least two subject headings. The subject headings are arranged alphabetically in the left-hand column and all items pertaining to each subject are listed opposite it in the right-hand column. A further explanation of the "Subject Index' precedes the Index.

Availability of Materials

Copies of many but not all of the works listed in this bibliography are available for reference use only in the library of the contractor:

CSR, Incorporated
805 15th Street, N.W.
Suite 500
Washington, D.C. 20005
202-842-7600

Those works which have an ED number in the citation are available from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
703-841-1212

Many university libraries also have collections of ERIC (Education Resources Information Center) microfiche available for reading.

At the conclusion of this contract this collection will become the property of the Department of Health and Human Services.

1
A Study of Head Start.
Phi Delta Kappan, 1969, 50(10):591.
EJ005702

The Westinghouse Study is the subject of this editorial which first appeared in The New Republic. The author finds the major fault of the study to be the overgeneralizations made from limited evaluative research. Among the study limitations identified by the author are 1) the failure to measure the medical and nutritional effects of Head Start, 2) the lack of effort expended in ascertaining differences in quality among various Head Start programs, 3) the measurements taken were completely post-hoc, i.e., children were tested one to three years after their Head Start experience, and 4) the income and status of Head Start parents were not recorded. The author warns that Congressional "Scrooges" might use the Westinghouse Study to eliminate Head Start.

Index codes 82 3 12

2 Abelson, W. D.; et al.
Effects of a Four-Year Follow Through Program on Economically Disadvantaged Children.
Journal of Educational Psychology, 1974, 66:756-771.
HS200440

Longitudinal and cross-sectional comparisons were made of economically disadvantaged children who attended the full four years of the Follow Through program and non-Follow Through children. A comparison was also made of economically disadvantaged and nondisadvantaged children in the Follow Through program. The findings at the end of third grade indicated that Follow Through children were superior to non-Follow Through children on IQ, achievement, and social-motivational measures. The Follow Through program did not result in the economically disadvantaged children attaining the level of intellectual achievement shown by the nondisadvantaged children. The findings are discussed in relation to issues in compensatory education.

Index codes 1 10 21 16 82

Abelson, W. D.
For other entries by this author see Index of Co-authors.

3 Abt, Clark C.
The Evaluation of Social Programs.
Beverly Hills, CA: Sage; 1976. 503p.
HS200853

This volume is the result of formal and informal presentations made at a conference on Social Programs Evaluation held in September 1974. The consequences of systematic evaluation practices are discussed in relation to the development or continuation of social programs. Themes include improvement of quality and usefulness of evaluations; identification of obstacles to completion of research; results of specific experiments; impacts on policy decisions; better research allocation strategies; in-depth discussions of evalution of education and health programs, and conflicts between the needs and constraints of government social policy and those of policy-oriented research. Among the problems discussed were those related to appropriateness of data and goals, funding, and measurement of results.

Index codes 82 3 12 20

4

Abt Associates, Inc. Cambridge, Massachusetts.
A National Survey of Head Start Graduates and Their Peers.
434p.
1978. ED152422

This study examined the benefits of Head Start to children entering elementary school, assessed Head Start benefits to their parents, and described the characteristics and services of the Head Start program. Data were collected from a sample of Head Start graduates located in 32 sites selected to represent Head Start programs throughout the country. A comparison group of children enrolled in the same public school classrooms as the Head Start group was also selected in order to compare the status of Head Start graduates with their classmates. Data were collected from the parents in both groups, from the elementary school teachers, and from the Head Start Centers that the graduates attended. This report is organized in four sections: (1) background and procedures of the study, (2) data from delegate agencies and their Head Start Centers and results of the survey of the Head Start Centers which the sampled Head Start graduates attended, (3) parents' perceptions of Head Start, and (4) analyses of Head Start benefits to children. Approximately 50 pages of appendices are included.
Principal Author: Eugene C. Royster.

Index codes 1 7 21 19 82

5

Abt Associates, Inc. Cambridge, Massachusetts.
A National Survey of Head Start Graduates and Their Peers.
Executive Summary.
35p.
1978. ED152423

This report is the executive summary of a study examining the benefits of Head Start to children entering elementary school, assessing Head Start benefits to their parents, and describing the characteristics and services of the Head Start program. The data presented in this report were collected from a sample of Head Start graduates located in 32 sites (selected to represent Head Start programs throughout the country). In addition to assessing Head Start children, the study also included data, for comparison purposes, from children who were enrolled in the same classrooms as the Head Start graduates. Data were collected from the parents of both groups, from the elementary school teachers, and from the Head Start centers which the graduates had attended. The findings reported in this executive summary are drawn from the data contained within the final report and its appendices. While the final report is organized around a series of substantive analyses, this executive summary is organized around topics of policy concern. Findings summarized in this report focus on Head Start Center characteristics: Head Start Program descriptions, Head Start effects on parents, Head Start effects on children's social competence, and a program overview.
Principal Authors: Eugene C. Royster; John C. Larson.

Index codes 1 7 16 21 15 82

6

Abt Associates, Inc. Cambridge, Massachusetts.
Defining the Selection Criteria for Models and Sites in the Head Start Demonstration on Basic Educational Skills. An Approach Paper.
33p.
1979. HS200746

Criteria for the selection of demonstration sites for the Basic Educational Skills Program are outlined. Criteria for demonstration site eligibility include operating schedules, number of schools receiving program graduates, number of children served who will enter kindergarten by fall of 1980, non-participation in other evaluation studies, and absence of local regulations which could impede the study. Proposed sites are evaluated according to design issues, the need for replicates, diversity in site characteristics, and feasibility.
See NTS Research Corporation entries for other parts of this study.

Index codes 1 7 12 14 15 20 84

7

Abt Associates, Inc. Cambridge, Massachusetts.
Defining the Program Elements of the Head Start Demonstration on Basic Educational Skills. An Approach Paper.
54p.
1979. HS200747

This paper presents an approach for Basic Educational Skills demonstration projects. It is intended to be used by the Administration on Children, Youth and Families, as a guide for program development and implementation, training and technical assistance, and evaluation. Program elements and their relationship to developmental theory are detailed. Parent participation, curriculum content, staffing, continuity between Head Start, home, and school, and implementation are discussed.
See NTS Research Corporation entries for other parts of this study.

Index codes 3 12 13 84

8

Abt Associates, Inc. Cambridge, Massachusetts.
Options of Phase III of Head Start's Initiative on Basic Educational Skills.
30p.
1979. HS200779

This paper discusses the possibilities available to policymakers for the implementation of Phase III of the Basic Educational Skills (BES) demonstration project. Phase III was designed to develop innovative ideas on ways to foster the development of basic skills. The purpose of this paper is to define a set of research priorities for the first year of Phase III. The paper also describes the criteria by which the research questions were selected, assumptions about child development which directed the selection of research questions, assumptions made in the literature regarding program elements, and research questions which met the given criteria and follow from the stated assumption. A final section of the paper surveys the entire list of questions and suggests the priority that should be attached to each.
Principal Author: Lorelei R. Brush.

Index codes 3 13 12 84

9

Abt Associates, Inc. Cambridge, Massachusetts.
Design Report Draft Evaluation of the Child and Family Resource Program. Volume I.
121p.
1979. ED170058

This volume briefly describes the Child and Family Resource Program (CFRP) and presents the evaluation study design for CFRP. The program, funded at 11 sites across the country as a Head Start Demonstration program, is intended to develop models for providing services to low-income families with children from birth to eight years. The 6-year longitudinal evaluation will include data from all 11 sites, but at six sites the evaluation will focus on families with a child under the age of one who entered the program in 1978, and a comparison group of families not in the program at each of these sites. The research questions, analytic methods and major variables to be investigated are discussed. Three elements of the evaluation are explicated in relation to the three sub-studies: The Descriptive Program Study of all 11 CFRP sites, the In-Depth Study of families and staff in CFRP, and the Impact Study of the program families and comparison groups at six sites. Three appendices discuss reliability, statistical power and measuring change, and a fourth presents the CFRP Guidelines.
Principal Author: Kathryn D. Hewett.

Index codes 1 11 7 81

10

Abt Associates, Inc. Cambridge, Massachusetts.
Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II.
190p.
1979. ED170059

This volume reports the baseline (1978) data to be used in the 6-year longitudinal evaluation of the Child and Family Resource Program (CFRP). The CFRP, funded in 11 sites across the country as a Head Start demonstration program, is intended to develop models for providing services to low-income families with children from birth to eight years. Chapter I provides an overview of the evaluation with an introduction to the three component studies: The Descriptive Program Study of all 11 CFRP sites, the In-Depth Study of families and staff in CFRP, and the Impact Study of program families and comparison groups (not in the program) at six of the sites. Chapter II presents descriptive data from the Program Study and explains how the programs differ, in some respects, from one site to another. Descriptive data from the Impact and In-Depth Studies, focusing on family participation, social service networks and family interaction, are presented in Chapter III. Chapter IV describes the data collection for the Impact and In-Depth Studies, including instruments and procedures, sample recruitment and staff recruitment and training. Appendices contain information on technical progress reports, characteristics of the 11 programs and sample recruitment.
Principal Author: Dennis Affholter.

Index codes 1 11 7 12 81

11

Abt Associates, Inc. Cambridge, Massachusetts.
Evaluation of the Child and Family Resource Program. The Infant-Toddler Component and Child Impact.
54p.
1980. HS200751

This report is the fifth in a series of Child and Family Resource Program (CFRP) evaluations. It focuses on the impact of the infant-toddler component. Data are based on interviews and on-site observation. Chapters cover evaluation design and preliminary findings from previous reports; the center-based and home based models of operation for the infant-toddler component, the use of the Bayley Scales of Infant Development to measure CFRP impact, and the relationship between participation and positive outcomes. A final chapter presents an executive summary of findings. Appendices contain analyses of models and testing instruments employed in the study.

Index codes 1 21 9 15 84

12

Abt Associates, Inc. Cambridge, Massachusetts.
Evaluation of the Child and Family Resource Program. Phase III: Program Study Report.
160p.
1980. HS200749

This report is the fourth in a series of Child and Family Resource Program (CFRP) evaluations and is devoted to the program study component. It is designed to present a comprehensive nationwide picture of CFRP and to identify models for replication. Interviews with parents and staff and observation of activities are the principal sources of information. Chapters cover relationships betwen CFRP and their communities, services and categories of families served, infant-toddler, components. Head Start and preschool-school linkage, success stories from six programs, and CFRP models and implications. Tables show data on participation in the programs and characteristics of families involved.

Index codes 1 6 20 12 15 9 84

13

Abt Associates, Inc. Cambridge, Massachusetts.
Evaluation of the Child and Family Resource Program. Phase III: Research Report.
104p.
1981. HS200752

This report is the sixth in a series of Child and Family Resource Program (CFRP) evaluations. It focuses on the impact of the program in areas other than child development, and on the nature and extent of participation for the preceding eighteen months. Data were collected by on-site research staff through interviews with parents, standardized child development scales, observation of parent and child interaction, and measurement of children's height and weight. Birth records were also collected. Chapters cover evaluation design and characteristics of participants; processes involved in delivery of services including needs assessment; degree of participation; and assessment of impact through comparison of participants and non-participants. Tables show data on attrition from programs, goals of participants and benefits of participation, home visits, economic status of participants, and health and immunizations.

Index codes 1 5 15 12 9 84

14

Abt Associates, Inc. Cambridge, Massachusetts.
Evaluation of the Child and Family Resource Program. Phase III: Executive Summary.
March 1981.
HS200750

This report summarizes preliminary findings of the first year and a half of evaluation of the Child and Family Resource Progra (CFRP), a Head Start demonstration project. Chapters define the scope of the evaluation studies, present descriptive information on the programs, identify models used in the delivery of services, and examine the impact of programs by comparing participants and non-participants. Variations among programs, individualization of services and goals of parents, and the effects of these factors on the success of the program are considered. Parent-child interaction, medical care for mothers and for children, improvement of families' circumstances, access to community services, parenting skills, and mental and physical development are assessed. The strengths and weaknesses of the program, and the implications of this evaluation for further evaluations are discussed.

Index codes 1 15 9 21 13 12 5 7 84

15

Abt Associates, Inc. Cambridge, Massachusetts.
The Culture of A Social Program: An Ethnographic Study of the Child and Family Resource Program.
495p.
1981. HS200887

This report contains the findings from a six-month ethnograp
Child and Family Resource Program (CFRP), a Head Start demon
This study employed qualitative methods of data collection a
in an effort to capture the quality of the program experienc
children and their families. The following conclusions were
CFRP has succedded in individualizing services and building
relationships to families; (2) CFRP has functioned effective
for families; (3) CFRP has been less effective as a child de
(4) poor participation has been a factor limiting CFRP's eff
sites, and 95) CFRP is most effective where its ties to Head

Index codes 82 1 13

16

Abt Associates, Inc. Cambridge, Massachusetts.
The Culture of A Social Program: An Ethnographic Study of the Child and Family Resource Program. Summary.
30p.
1981. HS200888

This report summarizes the findings from a six-month ethnogr
Child and Family Resource Program (CFRP), a Head Start demon
More detailed information on this ethnographic research effo
the main volume of the report.

Index codes 82 1 13

17

Abt Associates, Inc. Cambridge, Massachusetts.
Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 1A: Early Effects of Follow Through. Final Report.
380p. (ED094890).
1974. HS200463

The first in a series of reports on the impact of Project Follow Through, this volume presents a short history of Follow Through and a description of the participating program sponsors. The overall analytic strategy consists of the major questions selected for examination and these questions are stated. The subset of sites and children used in the analyses; the instruments employed; the covariables used in making adjustments for initial differences between groups being compared; and the statistical strategy, methods of presenting results, and the manner of interpreting the tabulated results are all described. Three small studies on teachers, parents, and the problems of implementing the models faced by the program sponsors are summarized. Major comparisons between the Follow Through and the non-Follow Through schools across all programs and by each program are presented. Program vignettes bring together a summary of the goals of a program, some properties of the subset of children and sites, and the more important findings for that program. A series of studies examined some of the conditions under which the several program effects were obtained. The last chapter considers the problem of comparing the several programs on the outcome measures. The plans for the next set of analyses are presented.
Principal Author: Marvin G. Cline.

Index codes 1 10 15 82

18

Abt Associates, Inc. Cambridge, Massachusetts.
Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 1B: Monographs. Final Report.
413p. (ED094891).
1974. HS200464

Volume IB in the series of reports on the effect of Planned Variations in Project Follow Through contains a collection of monographs dealing with parent studies, teacher studies, implementation, methodological issues, and an appendix of tables. Research questions explore the demographic characteristics of families; parental attitudes and behaviors; personal and professional characteristics of teachers; the amount and type of training of teachers; teachers' values, attitudes, and reported behaviors; and teacher satisfaction. The problems encountered in implementing programs and measuring aspects of implementation are discussed. Analysis of covariance, the linear relationship model and its variations, the analytical design, and the nominal coding schemes are summarized.
Principal Author: Marvin G. Cline.

Index codes 1 10 12 13 15 82

19

Abt Associates, Inc. Cambridge, Massachusetts.
Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 2A: Two-Year Effects of Follow Through. Final Report.
378p.
1975. ED108768

This second annual report on the national evaluation of follow through (a continuation of the first report) focuses on the accumulated effects of two years of follow through experiences on chidren who remained with the same sponsors over that time period. Comparisons between follow through and non-follow through children at the end of first grade are described. In addition to previusly used child and school level analyses, site level analyses are included. Chapter 1 presents a brief overview of the report. Chapter 2 describes sample development, including definition of the current sample, comparison with last year's, and discussion of the problems of sample bias, generalizability and sponsor-to-sponsor comparisons. Chapters 3 and 4 deal with the variables used in the anlyses and includes a description of covariance selection and the final covariate set. Chapter 5 presents a description of the samples and kindergarten one-year effects for each of the ten program models. Chapter 6 presents site descriptions and effects and overall two-year effects. Chapter 7 presents conclusions of the evaluation. Appendices, which make up approximately one-third of the document, contain data tables and other supportive materials.
Principal Author: Marvin G. Cline.

Index codes 82 1 21 16 10 99 83

20

Abt Associates, Inc. Cambridge, Massachusetts.
Education as Experimentation: Evaluation of the Follow Through Planned Variation Model. Volume 2B: Monographs and Appendices. Final Report.
312p.
1975. ED108769

This volume presents monographs relating to the second annual report of the National Evaluation of Follow Through. Monograph 1 is concerned with site-by-site analyses of academic achievement scores for children after two years in the same Follow Through program. Conclusions dealing with first grade vs. kindergarten effects, site effects, and the difficulty in relating findings to specific programs are offered. Monograph 2, which describes the background characteristics and attitudes of the teachers associated with the Follow Through programs, is based on responses to the Spring 1973 Teacher Questionnaire. Monograph 3 focuses on school and community characteristics. Monograph 4 describes Head Start Planned Variation/Follow Through (HSPV/FT) data weaknesses and constraints, and attempts to compare test scores of "treated" and "untreated" children. Appendices and tables containing related data make up approximately one-third of the document.
Principal Author: Marvin G. Cline.

Index codes 1 10 12 21 82

21

Abt Associates, Inc. Cambridge, Massachusetts.
Education as Experimentation: A Planned Variation Model. Volume IIIA: Findings: Cohort II; Interim Findings: Cohort III. Volume IIIB: Appendices.
1,228p.
1976. ED148489

This segment of the National Evaluation Study of the Follow Through Planned Variation Model reviews the backgound of the study, describes 13 of the follow through models involved, and presents an analysis of the effects of these models on students. The analysis is based on data from 4 years of follow through participation by Cohort II children and 3 years of participation by Cohort III children. The document begins with a description of the origins, definitions, and evaluation of planned variation. Also examined are the educational strategies employed by the various follow through models, the measures used to assess the models' effects on children, the overall characteristics of the sample, and the analysis strategy employed. The major portion of the document describes 13 follow through models, their ways of meeting stated goals and objectives, and the evidence of their effectiveness. More than 400 pages of data are appended.
Principal Author: Linda B. Stebbins.

Index codes 99 83

22

Abt Associates, Inc. Cambridge, Massachusetts.
Education As Experimentation: A Planned Variation Model. Volume IV-A: An Evaluation of Follow Through.
347p.
1977. ED148490

This segment of the National Evaluation Study of the Follow Through Planned Variation Model presents background information and discusses the evaluation of the progress of Cohort III entering-kindergarten children during 4 years of follow through participation. Also discussed, for the purpose of examining replicability of effects, is the progress of entering-first children in Cohorts II and III and entering-kindergarten children in Cohort II. Chapter I presents information on the origins, definition, and evaluation of planned variation. Chapter II discusses eduational strategies used in various follow through models and measures of effectiveness used in evaluation. Chapter III describes the sample. Chapter IV examines four aspects of the analysis strategy: (1) constraints on development of analytic strategies, (2) analytic strategies, (3) supplementary analyses and their consequences, and (4) definitoin and consequences of the lack of comparability between follow through and non-follow through samples. Chapter V presents findings on: (1) differential impacts of various educational strategies tested in follow through, (2) relationship of program effects to child characteristics such as socioeconomic status and preschool experience, and (3) consistency over time of test results obtained in various models. Approximately 100 pages of appendices and a brief bibliography are included.
Principal Author: Linda B. Stebbins.

Index codes 99 83

23

Abt Associates, Inc. Cambridge, Massachusetts.
Education As Experimentation: A Planned Variation Model. Volume IV-B: Effects of Follow Through Models. Volume IV-C: Appendices, Part I and Part II.
1,552p.
1977. ED148491

This segment of the National Evaluation Study of the Follow Through Planned Variation Model describes each of the 17 models represented in the study and reports the results of analyses of 4 years of student performance data for each model. First a purely descriptive synthesis of findings is presented for each model, with interpretation of the data left to the reader. Next a reader's guide is presented to facilitate comprehension of subsequent chapters and appendices. Each succeeding chapter discusses a different model, providing a descriptive overview of the sponsor's conception of the model, an examination of that model as realized in follow through, and a review of the model's effects on children. The section on the model as realized in follow through contains a listing of the sites which have been evaluated, a description of the sample, and an account of both teachers' and parents' perceptions of the model. The section on the effects on children presents information about entry-exit effects, national norm comparisons, effects by type of preschool, and longitudinal effects. There are more than 900 pages of appendices.
Principal Author: Geoffrey Bock.

Index codes 99 83

24

Abt Associates, Inc. Cambridge, Massachusetts.
Education As Experimentation: A Planned Variation Model. Volume IV-D: Part I: A Longitudinal Study of Follow Through. Part II: A Study of Academic Risk.
261p.
1977. ED148492

This segment of the National Evaluation Study of the Follow Through Planned Variation Model presents an analysis of the longitudinal effects of follow through program models and a study of follow through children who were identified as being at academic risk. The longitudinal analysis examines three dimensions of program effects: (1) differences in program effects at the beginning, middle, and end of the program, (2) the relationship between the child's preschool experience and progress in follow through, and (3) differences in program effects in different achievement areas.
Principal Author: Thomas E. Ferb.

Index codes 99 83

25

Abt Associates, Inc. Cambridge, Massachusetts.
A Search for Potential New Follow Through Approaches; Part B: Descriptions of Eighteen Potential Follow Through Approaches.
462p.
1979. ED187810

The original plans for the Follow Through (FT) program were to provide a program extending the Head Start community action model to the public schools which would serve all disadvantaged children. Because of the small budget allocation authorized by the Congress, the United States Office of Education reformulated FT as an experimental program of "planned variation" that was to introduce systematically a variety of educational approaches into kindergarten through third grade. The experiment was to determine the relative efficacy of each approach. Presently, FT is in a period of transition as it clarifies its future focus. This study consists of a search for potential new approaches to be implemented within the FT program. This second part of a two-part report presents detailed descriptions of eighteen approaches selected as candidates for sponsorship of FT programs.
Principal Author: Catherine Baltzell.

Index codes 3 10 13 81

26

Abt Associates, Inc. Cambridge, Massachusetts.
The Rationale for and Development of a Head Start Initiative for Working Parents.
33p.
1979. HS200748

This report is the second in a series designed to help the Administration for Children, Youth and Families develop an initiative for working parents. Data on increasing numbers of families with single female heads of household and with children under six years of age are used to illustrate the need for giving particular attention to working parents in the Head Start eligible population. A policy perspective focuses on Head Start goals and the degree to which a prospective program should be consistent with them and enlarge upon them. The design of the initiative is divided into a one year planning phase and a multi-year demonstration phase.

Index codes 3 20 18 84

27

Abt Associates, Inc. Cambridge, Massachusetts.
Children at the Center: Summary Findings and Their Implications, Volume I.
298p.
1978. HS200479

The four-year National Day Care Study (NDCS) investigated quality and cost in center-based day care for preschool children and, to a lesser extent, for infants and toddlers. This volume summarizes the major findings and implications for Federal day care policy. Discussed are Federal involvement in day care; objectives, design, and implementation of the study; the NDCS sample; policy and measurement variables; quality in child care; links between policy variables and measures of quality; links between policy variables and measures of cost; and implications for regulations and administrative practices. Also included is a commentary on the study from the perspective of black social scientists. The appendices describe day care center characteristics, and day care regulation and degree of compliance; summarize the results of the Infant/Toddler Day Care Study; and list the names of NDCS consultants and study staff.

Index codes 1 18 12 14 82

28

Abt Associates, Inc. Cambridge, Massachusetts.
Research Results of the National Day Care Study: Final Report of the National Day Care Study, Volume II.
255p.
1980. HS200461

As a companion volume to Children at the Center, which focuses on quality and cost of day care, this volume documents the analyses and results of the National Day Care Study. Topics covered include the study design and variables, instruments, analyses and results linking regulatable center characteristics to caregiver behavior, child behavior, and child test scores, and a detailed discussion of general analytic issues and approaches. A glossary of terms relevant to day care is provided. The study concludes that variation in regulatable characteristics of day care centers are associated with significant variations in the behaviors of caregivers and children and children's gains on developmental tests. Group size shows the most pervasive pattern of associations with measures of behavior and test scores: small groups are better for children than large groups. Staff/child ratio is also related to some aspects of interaction in the classroom. The qualifications of caregivers also affect quality of care; caregivers with specialized training or education have positive effects on children's behavior and test scores.

Index codes 1 12 18 19 21 82

29

Abt Associates, Inc. Cambridge, Massachusetts.
Day Care Centers in the U. S.: A National Profile 1976-1977. Final Report of the National Day Care Study, Volume III.
214p.
1978. HS200462

National and cross-state profiles of the characteristics of center-based day care and estimates of the degree to which centers are in compliance with the major provisions of government day care regulations are the subject of the third volume in the series of reports of the National Day Care Study. The data presented were collected in 1976-1977 by a telephone survey of 3,167 day care centers; 70 of the centers were surveyed by personal, on-site interviews. Information is presented about the characteristics of children and families served, center programs, staff, finances, and regulatory compliance. More than 150 statistical tables augment discussion of the results. The appendices describe the sampling design for the surveys, estimation techniques, reliability, and the questionnaire used for the telephone survey.

Index codes 1 18 12 20 82

30

Abt Associates, Inc. Cambridge, Massachusetts.
Technical Appendices to the National Day Care Study: Background Materials, Volume IVA.
393p.
1980. HS200558

Technical Appendices to the National Day Care Study, a compendium of technical papers supporting the most important conclusions of the study, are divided into three volumes. Volume IV-A contains three papers that provide a literature review focusing on effects of group care and regulatable characteristics of the day care environment; case studies of the history and current practice of day care in three sites (Atlanta, Detroit, Seattle); and a review of child development issues relevant to the National Day Care Study from the perspective of black social scientists.

Index codes 2 9 82 18 12

31

Abt Associates, Inc. Cambridge, Massachusetts.
Technical Appendices to the National Day Care Study: Measurement and Methods, Volume IVB.
328p.
1980. HS200557

The second volume in the compendium of technical papers supporting the most important conclusions of the National Day Care Study, Volume IV-B contains seven papers that describe technical tasks undertaken to support the analyses of the effects of key center characteristics on children. Topics covered include analysis of alternative measures of classroom composition; psychometric analysis of the test battery used in the national study; and analyses of other instruments. Results of a special survey of parents of subsidized children; analyses of the impact of other center characteristics such as physical space and program orientation, and econometric analyses are also presented.

Index codes 2 18 12 21 7 13 82

32

Abt Associates, Inc. Cambridge, Massachusetts.
Technical Appendices to the National Day Care Study: Effects Analyses, Volume IV.C.
532p.
1980. HS200556

In this third volume of a compendium of technical papers supporting the most important conclusions of the National Day Care study, six papers are presented on the results of analyses that investigated relationships among policy variables, classroom processes and child outcomes. Discussed are major effects analyses based on two behavioral observation instruments and the development and use of adjusted test score gains. The links among caregiver and child behavior, child test scores, and other measures are explored. The results of the Atlanta Public School control study and replication substudy are detailed.

Index codes 2 18 21 13 82

33

Abt Associates, Inc. Cambridge, Massachusetts.
Children at the Center: Final Report of the National Day Care Study. Executive Summary.
32p.
1979. HS200478

This executive summary of the four-year National Day Care Study highlights the findings and policy recommendations. The study concludes that revision of current Federal day care regulations could allow the government to buy better care at slightly lower cost--meaning that more children would be better served within current budgets. The summary describes the study sample and defines regulatable center characteristics and quality. The findings on quality and cost and recommendations for Federal policy are summarized.

Index codes 1 14 18 82

34

Abt Associates, Inc. Cambridge, Massachusetts.
Parent Child Center Management Information System. System Documentation: Volume I, MIS Data by Management Information Requirement.
251p.
1973. ED085879

The basic objectives of this volume are to present a detailed overview of the system document flow, display the relationship of individual output reports to particular key management decisions, trace the input document data elements required to meet the information requirement of six key management decisions, and trace the data document element flow from the weekly Parent Child Center (PCC) records to the Quarterly Input Reports. Flowcharts are used to display the input-output relationship of each document, the person constituting the information source, and the users of the reports. Three levels of decision making are identified relating to each of the six key management decisions, and performance indicators for specific contributing decisions are related to particular data elements in the records and reports. Input documents are specified in which various key data elements appear, and finally each data element is traced as it appears on each input document.

Index codes 83 3 12

35

Abt Associates, Inc. Cambridge, Massachusetts.
Parent Child Center Management Information System. System Documentation: Volume I, Documentation of System Requirements and Information Flow.
142p.
1973. ED085878

The objectives of this volume are to present the National Data Coordinator with an overview of the document in-put-output relationships, explain data validation and processing procedures required to produce the Quarterly Management Reports from input documents submitted by the Parent Child Centers (PCC's), and to specify system resource requirements and distribution and file maintenance procedures for the entire Management Information System. It presents the Input Quarterly REports that are required for each of the Output Quarterly Management Reports, and a detailed set of strictly sequenced validation procedures to be used in "cleaning" the input data as it arrives. It specifies the steps to be followed in transcribing key data elements from the input reports to interim worksheets and in performing a series of calculations to transform the input data into the information required for Output Quarterly Management Reports. Presented are details of the personnel and material resources required to operate the system presently at local and national levels, as well as the basic file maintenance procedures for storing and retrieving input documents.

Index codes 83 3 1 12

36

Abt Associates, Inc. Cambridge, Massachusetts.
Management Information for the Parent-Child Center Program. Phase I: Findings and Recommendations. Final Report.
124p.
1971. ED059777

A management information system (MIS) was developed for the organization of data generated by 33 Parent and Child Centers (PCCs) into a format useable by federal and local decisionmakers. Interviews were conducted of staff members of the PCC's grantee and delegate agencies, and the Office of Child Development to determine information needs and resources. Guidelines are suggested for gathering information on participant, staff and community characteristics and financial data. Standardized forms, handled manually at the local level and by computer at the national level, provide data for a two-way flow of information. Policy decisions required before the system can be adopted are listed. Two plans for implementation are detailed.

Index codes 84 2 12 14

37

Abt Associates, Inc. Cambridge, Massachusetts.
Overview of the Parent Child Center Management Information System. Final Report.
90p.
1973. ED088217

The Parent Child Center Management Information System, the first operational MIS for a social action program relating to child welfare, consists of three interlocking components: a standard set of recordkeeping forms for the local Parent Child Center; a set of quarterly reporting forms that interface with the recordkeeping forms; and a series of management reports that can be produced from data that are reported on the quarterly reporting forms. The system links data reporting directly to management decisionmaking. It focuses, standardizes, and channels the flow of information needed for making rational decisions about funding, budgeting, program evaluation, contract compliance, and program planning; and the timing of the flow of this data is geared to cycles of important management decisions. The system is seen as a potentially valuable means of maximizing the benefits from limited resources by timely reduction of managerial uncertainties. Additionally, it links costs to services, permits management to see how human resources are being used in a labor-intensive program, and acts as an early warning system and makes hard facts available for appropriate corrective action so that management-by-purpose can replace management-by-exception.

Index codes 83 1 12

38

Abt Associates, Inc. Cambridge, Massachusetts.
Parent Child Center Program Management Information System. User's Manual.
185p.
1972. ED085877

This manual describes procedures for collecting, recording, and reporting in a uniform, timely manner critical information necessary to the making of key management decisions for parent child centers as well as for the parent child center program. The first section describes recommended data collection and recordkeeping procedures for such centers. When adhered to, these procedures establish a uniform data base for all parent child centers that will support both a management information system and special studies of program impact. These records link directly into the reports and reporting procedures discussed in the second section. The second section describes procedures for submitting required quarterly reports to the U.S. Office of Guild Development. When these reports are processed and displayed, they provide management reports on local program characteristics, services to participants, and operating costs. Both sections are organized according to the forms they describe, and each recordkeeping form is accompanied by a short explanation of the purpose of the form; suggested procedures for completing the form; data collection procedures for the information to be shown on the form; recommendations for filing the records; standard definitions for the items that appear on the form; and a sample of a completed form.
Principal Author: Donna D. Warner.

Index codes 83 2 12

39

Abt Associates, Inc. Cambridge, Massachusetts.
An Evaluation Design for the Parent Child Center Program. Working Paper.
100p.
1979. HS200745

This working paper examines and recommends options for conducting an evaluation of Parent and Child Centers (PCC's). The background and development of the PCC program are described. A conceptual model defines the constructs to be evaluated. A method is proposed which can accommodate the variability of the programs and the small number of participants. Three nested studies (Descriptive Program Study, Naturalistic Impact Study, and Experimental Impact Study) will obtain data to answer the evaluation questions. Discussed are the variables requiring measurement, the implementation of the three-study approach, site selection, timing of data collection, and plans for analysis.

Index codes 82 2 12

40 Adams, Diane.
Center for the Study of Parent Involvement. Berkeley, California.
Parent Involvement: Parent Development.
18p.
1976. ED186511

The results of a study that probed the differential effects of low income parent involvement in the Dane County, Wisconsin, Head Start Program are summarized in this paper. Different levels of parental involvement in the educational process of their preschool children were selected for study: enrolling the child in Head Start, receiving home visits, volunteering in the classroom, serving on the policy making committee, being paid employees, taking adult education courses in the community, and serving on community boards/committees. The study's main hypothesis was that involvement at the policy making level of Head Start has an important effect upon the lives of low income adults. Interviews were used to elicit 25 parents' feelings about the process of being involved in Head Start. Information was collected about age, marital status, number of children enrolled in Head Start, and economic and employment status. Respondents were also asked about self perceived changes in their behavior and self concept. Personal changes were reported by nearly every respondent at several involvement levels. The most effective change agents were employment in Head Start and serving on the parent advisory committees. This study shows that the involvement of low income/disadvantaged parents in Head Start programs can result in increased self confidence, control over their own lives, and community participation.

Index codes 1 7 15 81

41 Adams, Jerry; Lieb, Jack J.
Canter-Bip and Draw-A-Person Test Performance of Negro and Caucasian Head Start Children.
Psychology in the Schools, 1973, 10(3):299-304.
HS200024

This is a study of the performance of white and black Head Start children in the Canter-Bip and Draw-A-Person tests. An assessment is made of the adequacy of the tests to evaluate the relationship between performance and ethnic groups.

Index codes 2 24 82 1 21

42 Adams, Leah D.
University of Michigan. Ann Arbor, Michigan.
The Effect of Training on the Linear Ordering Ability of Prekindergarten Disadvantaged Children.
University Microfilms. Ann Arbor, Michigan. 71-15, 071. 116 p.
HS200903

The purpose of this study was to investigate whether the linear ordering ability of prekindergarten disadvantaged children could be raised through the use of training sessions. Data were obtained from 64 black children enrolled in a summer Head Start program. The sample was randomly divided into experimental and control subjects. The experimental subjects received three training sessions on linear ordering. The control group spent an equal amount of time playing a matching game. All subjects were given a pretest and posttest of linear ordering ability and the Peabody Picture Vocabulary Test. The principal findings were: 1) the linear ordering ability of prekindergarten disadvantaged children followed a sequential stage of development, and 2) linear ordering ability was increased through the use of training. It was concluded that training may be beneficial but that the ability to perform linear ordering tasks is not dramatically altered through the use of training sessions.

Index codes 1 13 21 83

Adams, Russell L.
Adkins, Dorothy C.
For other entries by these authors see Index of Co-authors.

43

Administration for Children, Youth and Families. Washington, DC.
The Impact of Head Start: An Overview.
8p.
1980. HS200858

This short report presents demographic data on Head Start program participants and briefly summarizes the findings of some major studies on the impact of Head Start. Data are presented on: 1) participation of handicapped children in the program; 2) utilization of community resources for the benefit of Head Start children; 3) parent participation in Head Start, and 4) progress of the health component of the Head Start program. The authors also describe the educational philosophy governing the program, and provide information on Head Start's efforts in the area of nutrition. A bibliography is appended.

Index codes 82 1 8 6 15 5

44

Administration for Children, Youth and Families, Washington, D.C.
Handicapped Efforts Survey Results.
1973-1981. HS200897

The basic results of the Handicapped Efforts Survey conducted for the Administration for children, Youth and Families are related to surveys conducted from 1973 to 1980. Appendices contain supplementary statistical tables that reflect the survey response rates by State and list the distribution of handicapped children in Head Start according to each handicapping condition and by State. Categories of data include variously: numbers of handicapped children, special efforts to locate and recruit the handicapped, referrals and diagnosis, special services, special physical facilities or equipment, staffing and training, specific handicapping conditions, special populations and post-program treatment.

Index codes 1 8 20 84

45

Administration for Children, Youth and Families (DHHS).
Washington, D.C.
Head Start: Direction for the Next Three Years.
37p.
1981. HS200894

This paper provides a brief overview of the objectives that
established in its three-year plan for Head Start. It repre
concerning what directions to pursue and what is most import
within the period of Head Start's legislative reauthorizatio
identifies five major objectives for Head Start: 1) maintai
possible, increasing Head Start enrollment, 2) improving pro
improving and streamlining the delivery of training and tech
4) strengthening Head Start's relationships with other publi
voluntary agencies and organizations, and 5) improving admin
management. This paper should be considered a discussion dr

Index codes 82 3

Affholter, Dennis.
For other entries by this author see Index of Co-authors.

46 Akers, E.
Early Childhood Education: Prologue: The Why of Early Childhood Education.
National Society for the Study of Education Yearbook, 1972, 71 Pt2, 1-12.
EJ054318

The author reviews gains made in the last decade in knowledge of th nature of child development and learning, and cautions against a lessening of commitment.

Index codes 3 20 81

47
Alaska Rural Community Action Head Start Program.
The Use of the Denver Developmental Screening Test as a Screening Tool for Bilingual Children in Rural Alaska.
1976.
53p. HS200914

Prior to the 1975-76 school year, Head Start programs in rural Alaska used the Special Services Project Checklist as a screening and assessment tool for Head Start children. For the 1975-76 term, the Rural CAP staff chose to use the Denver Developmental Screening Test. The ability of the augmented Denver Developmental Scale and Checklist to reflect symptoms of early childhood disability was assumed to relate to the relative frequency of symptoms reported during the 1975-76 program year. The overall appearance of the test data is of a relatively more homogenous set of results in contrast to the pre-1975 checklist record. The author hypothesizes that the Denver scale was somewhat less sensitive than the earlier checklist. She concludes that the issue of validity must be more fully resolved before one instrument can be preferred over the other.

Index codes 82

48 Alexander, Theron; et al.
The Language of Children in the "Inner City".
Journal of Psychology, 1968, 68:215-221.
ED041893

The purposes of this study were to determine (1) if there are sex differences in language development among children growing up in the deprived conditions of a large city and (2) if there is a significant vocabulary change in these children throughout the Head Start school year. The subjects, 52 girls and 66 boys (3 and 4 years of age) from four Head Start schools in socioeconomically depressed, urban, predominantly Negro areas were given the picture vocabulary test of the Stanford-Binet Intelligence Scale at the beginning and end of the school year. Results showed that more males than females were equal to or above the age norms for vocabulary development, indicating a significant sex difference in vocabulary in favor of the boys. Although a significant change in vocabulary over the school year was evident from the two test scores, the relative difference between the sexes was maintained.

Index codes 1 23 82

Alexander, Theron.
Alexanian, Sandra.
Ali, Faizunisa.
For other entries by these authors see Index of Co-authors.

49 Allen, John P.
A Factor Analytic Comparison Study of the Iowa Tests of Basic Skills Among Children With and Without Previous Head Start Experience and Longitudinal Factor Study of ITBS Subtests Among Lower Socioeconomic Status Children.
Dissertation Abstracts International, 1976, 37(3-B):1480.
HS200634

The present study was designed to resolve two pertinent issues: 1) Is the factorial structure of the Iowa Tests of Basic Skills sensitive to subjects' previous experience in a year-round Head Start program, and 2) Are there systematic changes in the factorial composition of the ITBS among lower socioeconomic status children a function of age and, if so, how do these modifications compare with those found in the normative age samples of the test? Four groups of 80 Ss each were chosen for this project. Eight of the ITBS subtests were administered according to the standard procedure, and protocols were electronically scored. Results indicated that the factorial structures for the Head Start and Non-Head Start groups were almost identical. There were systematic--though slight--factorial changes as a function of age in all samples but these were approximately the same as those reported in the factor analyses of the normative samples. Finally, a recommendation for future research in this area involving tighter experimental controls and more cognitive and behavioral measures is tendered.

Index codes 81 1 24 11

50 Allen, K. Eileen; et al.
Washington University. Seattle, Washington.
A Behavior Modification Classroom for Head Start Children with Problem Behaviors.
35p.
1969. ED040535

A demonstration Head Start class enrolled 12 to 15 children with problem behaviors. The class utilized behavior modification procedures with individualized programming and natural contingencies. Favorable results were noted; three case studies presented concern an aggressively disruptive child, a severely withdrawn child, and a child whose total behavior repertoire consisted of bizarre and maladaptive behaviors which delayed the acquisition of basic motor, social, and verbal skills.

Index codes 1 13 82

51 Allen, K. Eileen; et al.
Early Warning: Observation as a Tool for Recognizing Potential Handicaps in Young Children.
Educational Horizons, 1972, 50(2):43-54.
EJ060371

This article is addressed to preschool teachers, day care workers and Head Start personnel, who are called upon more and more often every day to help identify potential handicaps in the young children they serve.

Index codes 3 8 81

52 Allen, Sally V.; et al.
Harvard University. Center for Law and Education. Cambridge, Massachusetts.
Perspectives on Child Care.
65p.
1973. ED093463

This booklet presents a collection of articles on child care which relate to the question of federal funds for day care services. The articles analyze the following issues: (1) disparities in the quality of care available today, (2) the cost of day care, (3) applications of experiences with Head Start to federally funded child care programs, (4) what Congress is currently doing in the area of child care program design, (5) common misunderstandings and myths which perpetuate opposition to comprehensive services, (6) essential components of good child care legislation, (7) concerns and activities of individual states in the field of child development, (8) concerns of the Black community, and (9) results of a 3-year study of day care in the United States.

Index codes 3 18 14 81

53 Allerhand, Melvin E.
Western Reserve University. Cleveland, Ohio.
Head Start Operational Field Analysis. Progress Report I.
5p.
1965. ED015774

During the summer of 1965, 5 agencies sponsored a Headstart project for 4500 children from the Greater Cleveland Ohio area. Efforts were concentrated on organizing 5 endeavors: (1) the directors of the 5 agencies worked together to establish standards for psychological evaluation procedures; (2) from 8 centers, 125 Headstart children and 125 non-Headstart children were chosen at random as samples in a program to develop classroom observation methods; (3) the same groups of children were tested on the pre-school inventory and Peabody Picture Vocabulary Test by parents and psychology graduate students to study the effectiveness of Headstart parents as administrators of psycholgical tests; (4) all 250 children were tested during the third week of the program and before the end of school. Data concerning 50 selected children were given special examination as a followup study; (5) Two service and research possibilities discussed were a joint program of Cleveland area pediatricians and psychologists in the detection and servicing of the deviating child and the training of parents to work with teachers in the classroom.

Index codes 81 1 12 8 15

54 Allerhand, Melvin E.
Western Reserve University. Cleveland, Ohio.
Head Start Operational Field Analysis. Progress Report II.
30p.
1966. ED015775

During the period of October 1, 1965 to January 1, 1966 at the Headstart Operational Field Analysis in Cleveland, Ohio the following activities took place. (1) the methodology for classroom observation of Headstart (HS) and non-Headstart (NHS) children and interviews with their classroom teachers was revised. The HS group of 125 was selected from 8 sample centers. An intensive sample of 50 children was used for a detailed examination of how this group moved from one level of a concept to another. The extensive sample showed how the child reacted to academically related material as measured by these concepts. Teacher interviews and event sampling in the classroom were the 2 rating approaches; (2) preliminary results pertaining to the HS and NHS children were found. An analysis suggested that HS children were exceeding the NHS children in concept attainment even in those areas in which significance was not achieved; (3) a full report of the effectiveness of HS parents as administrators of psychological tests was made. Seven parents (4 Negro and 3 White), with from ninth to twelfth grade educations were randomly selected from among 30 volunteers. Clinical psychology graduate students who served as control test administrators were all white and were generally experienced in testing procedures. Four tables were used to compare results of parent testers and graduate student testers. The most significant difference resulted not from the tester, but from the time or order the pre-school inventory test was given. This study shows that untrained people may be utilized for testing if they are highly motivated.

Index codes 80 1 12 15 21

55 Allerhand, Melvin E.
Western Reserve University. Cleveland, Ohio.
Head Start Operational Field Analysis. Progress Report III.
68p.
1966. ED015776

From January 1, 1966 to April 15, 1966 the Headstart Operational Field Analysis in Cleveland, Ohio performed 5 studies: (1) samples of Headstart (HS) and non-headstart (NHS) children were compared after 6 months of kindergarten. Four observations were made, using 2 teacher ratings and 2 observer ratings. There were 191 children at the time of the last rating. A reduction in significant differences between the samples occurred. (Tables with results of the 4 rating periods are shown); (2) the relationship between HS and NHS teachers and children's concept attainment was studied. The samples were divided into 25 classrooms, of which 12 of them were taught by a HS teacher. The possible variables included stimulation events, tools of learning, and teacher differences. There were some significant variables in favor of the NHS teachers' classrooms; (3) the results of the analyses of the relationship between sex and concept attainment indicated that boys are more effective in visual discrimination and that girls are more effective in handling performance demands; (4) examination of the concept attainment of the total sample through the 4 periods of measurement includes 6 charts representing the steps taken by the extensive sample. The steps taken included color concept, form-space concept usage, grouping, ordering, time sequence, and time duration. (5) four case studies, 2 HS and 2 NHS, were made to present a contrast of patterns of development.

Index codes 81 1 13 21

56 Allerhand, Melvin E.
Western Reserve University. Cleveland, Ohio.
Head Start Operational Field Analysis. Progress Report IV.
21p.
1966. ED015777

This report is the fourth progress report of a study of how a pupil's academic achievement is affected by participating in a preschool headstart program. The achievement of the Headstart group is being compared with the achievement of pupils who received no preschool program. The preschool inventory test was used to measure pupil achievement in 5 concept areas, (1) color, (2) form, (3) grouping, (4) ordering, and (5) time. It was given as a pre-test at the beginning of kindergarten and as a post-test at the end of kindergarten. The results showed that both Headstart and non-Headstart groups achieved significant academic progress during kindergarten. The Headstart group showed a greater gain which, however, was not significant. In addition to the inventory, a teacher and an observer rated the pupils as to gain, loss, or no-change in demonstrated concept ability during the year. No significant differences in attainment between the 2 groups were found with the exception that the teacher found a significantly higher gain in grouping concept ability by the Headstart group. The observer did not find a significant difference.

Index codes 1 21 81

57 Allerhand, Melvin E.
Western Reserve University. Cleveland, Ohio.
Impact of Summer 1965 Head Start on Children's Concept Attainment During Kindergarten. Final Report.
100p.
1965. ED015773

This study examines the progress of 125 children in the Cleveland public school kindergartens who attended Headstart during the summer and 125 children in the same schools who did not attend the Headstart program. Some indications in this study suggest that a Headstart child shows much greater variability in his conceptual development than a non-Headstart child. He also tends to perform better in the areas of color and form discrimination and possibly grouping when he is in a non-Headstart teacher's class. In a Headstart teacher's class, the Headstart child seems to achieve in the more organizational areas, as best reflected in increased verbal facility in the time sequence and ordering concepts. The results of this study raise the question of whether the impact of a stimulation experience can be maintained. Followup studies and evaluation of demonstration projects report the phenomenon of the decreasing difference of success between the experimental and control groups.

Index codes 81 1 21

58 Allerhand, Melvin E.
Effectiveness of Parents of Head Start Children as Administrators of Psychological Tests.
Journal of Consulting Psychology, 1967, 31(3):286-290.
HS100601

To assess the effectiveness of parents of Head Start children as administrators of psychological tests, 7 parents and 3 experienced graduate students were asked to test independently a group of 57 Negro Head Start children aged from 5 years, 2 months to 6 years, 3 months. The parent testers were female, ranged in formal education from grade 9 to grade 12, were 28 to 39 years of age, and were 4 Negro and 3 White. The graduate students were female, White and had a minimum of 1 year of graduate study in psychology. The parents were trained in and administered the Caldwell Pre-School Inventory and the Peabody Picture Vocabulary Test. The correlation between tester groups was 0.88 on the CPSI and 0.64 on the PPVT. There was no apparent difference due to race. There was a high degree of general consistency among the parent testers. These results suggest that person with little sophistication but high motivation may be adequate in administrating and scoring such tests.

Index codes 1 12 15 81

59 Almy, Millie.
Early Childhood Research: Second Thoughts and Next Steps.
26p.
1972. ED071765

This review of early childhood research examines what has been accomplished in the field and what questions now need to be answered. Project Head Start has had the effect of helping developmental psychology to become more comprehensive and less ethnocentric than previously. Developmental psychologists are now studying infants and toddlers and the preschool child's total functioning. Educational researchers are currently reacting to the apparent failure of public preschool programs to improve the later school achievement of disadvantaged children. The trend will probably be toward a wider range of options concerning types of early education. Developmental research in early education, involving studies of how and when particular skills and content can best be learned, is necessary to create an effective instructional program. Little research has been done on the developmental characteristics of 3- and 4-year-olds, and few instructional programs have recognized the important role fantasy and spontaneous play have in a child's cognitive development. The scope of research in early childhood education needs to be broadened and put in a more comprehensive developmental framework, although approaches are becoming increasingly sophisticated. Involvement with collecting and analyzing data has widened the distance between the researcher and the researched, and researchers should use the current period of limited funding to rethink and reorder priorities. Researchers might investigate the child and his family, the classroom and the teaching, the teacher's role, and institutional setting, and research and the researcher.

Index codes 1 16 21 17 7 13 81

60 Alpern, Gerald D.; Levitt, Eugene E.
Indiana University Medical Center. Indianapolis, Indiana.
Methodological Considerations in Devising Head Start Program Evaluations.
13p.
1967. ED025319

In an attempt to improve Head Start evaluations, several methodological techniques are proposed. Since programs vary in approach, evaluations must be made on the success of the individual programs. Formulation of research questions should provide information as to the process and outcome of the program. To avoid experimenter bias, experimenters should be selected on the basis of their disengagement from Head Start. A baseline group (either a control group or the experimental group assessed on pretreatment performance should be used, and variables affecting their behavior should be noted. Some of the problems due to the lack of measuring instruments could be avoided if experimenters would not measure specific behavior as indicative of general ability. To avoid the problem of publishing only positive Head Start reports, the Office of Economic Opportunity should publish annually all Head Start evaluations. Several references are included.

Index codes 2 19 21 83

61 Alverson, Linda Gail.
An Evaluation of Group Play Therapy Techniques with Acting Out Head Start Children.
Dissertation Abstracts International, 1979, 39(9):4566-B.
HS200592

The effectiveness of play therapy techniques with aggressive children at a Head Start project in Alabama was evaluated. Ten children were assigned to each of three treatment groups: attention control, redirect, and experimental treatment. No significant treatment effects were found with any of the analyses. Sixteen of the original 30 children were located at the time of followup. It is reported that there was no significant differential dropout rate across the three treatment groups.

Index codes 1 19 13 81

Ambron, Sueann R.
For other entries by this author see Index of Co-authors.

62
An Overview of the El Paso National Head Start Conference: "Parents, Children, Children and Continuity": Head Start Research Excites Conference.
Head Start Newsletter, Autumn 1977:1-4.
HS200527

This newsletter provides a summary of the proceedings of the National Head Start Conference held in El Paso, Texas. A main discussion topic was the state of research on the effects of Head Start. The newsletter outlines the major findings of the Consortium Study, the Head Start Longitudinal Study, and Dr. Hess' study of parent-focused programs. Other topics discussed at the conference and recounted here include: 1) the adoption of the home-based model, 2) concerns associated with implementing home-based programs, 3) services available to handicapped Head Start children, 4) the importance of assessment activities in individualizing programs, and 5) the educational needs of special groups of parents.

Index codes 3 9 11 15 83

63 Anderson, Richard B.; et al.
Pardon Us, But What Was the Question Again?: A Response to the Critique of the Follow Through Evaluation.
Harvard Educational Review, 1978, 48(2): 161-170.
HS200870

This article is part of a critique of the ABT Follow Through
appeared in the May 1978 issue of the Harvard Educational Re
researchers who conducted the ABT study defend their work.
the criticisms by House and associates misrepresent the eval
themselves marred by statistical and analytic problems. See
Hodges, Ernest House et al, Carl Wisler et al.
HS200917

The findings of a developmental screening program at a local Head Start program are presented. The Preschool Inventory (Caldwell, 1970) was the screening device used. Results attested to the criterion validity of this instrument as a screening device for the early identification of delays in "readiness." Scores of the local sample were significantly higher than those of the national standardization sample. A number of hypotheses are considered to explain this result, including the factor of socio-economic mix in the community from which the local Head Start sample was drawn.

Index codes 82 3 10

64 Anderson, Scarvia B.; Temp, George.
Educational Testing Service. Princeton, New Jersey.
Project Head Start--Summer 1966. Final Report. Section Three, Pupils and Programs.
86p.
1967. ED018248

This document is Section 3 of a 3-part report by the Educational Testing Service. The data used in this section were compiled from 79 classes containing about 1,000 pupils. The classes were part of the 1966 Summer Head Start program. The purpose of this document is to note general performance changes in the pupils as measured by tests administered at the beginning of the program and again at the end. The results were interpreted as showing that, although the pupils' scores were below the desired intelligence level norms of their age-group at both the beginning and end of the program, some positive improvement did occur. Because of the experimental design, it was not possible to definitely assess the extent, or even the very existence, of contributions by 4 possible causes of the improvement in performance. The 4 possible causes were (1) The Head Start program, (2) maturation, (3) outside experiences, and (4) testing effects. A second aspect of the study, classroom observation, produced an additional set of possible influences on pupil performance, namely, (1) teacher characteristics, (2) pupil characteristics, (3) pupil experiences in the classroom, and (4) school-community-parental factors.

Index codes 1 13 15 19 21 84

65 Anderson, Scarvia B.
Educational Testing Service. Princeton, New Jersey.
The ETS-OEO Longitudinal Study of Disadvantaged Children.
In: Untangling the Tangled Web of Education. Princeton: Educational Testing Service; 1969. p.27-33
HS200885

This paper was presented at a symposium sponsored by the Nat
Measurement in Education, in conjunction with the conference
Educational Records Bureau and Educational Testing Service.
gives background on and outlines plans for the ETS Disadvant

Index codes 82 3 21

66 Anderson, Scarvia; Messick, Samuel.
Educational Testing Service, Princeton, N.J.
Social Competency in Young Children.
39p.
1973. ED082812

This report is the result of a panel discussion on the meaning of social competency in young children, held in January 1973. Four approaches to the definition of goals and the problems of imposing values or trying to be value-free or value-neutral are presented. Factors which must be taken into account when defining competence include the social and cultural context in which the child lives, and the child's developmental stage. The relationship between proficiency and performance, negative components of competency which can create barriers to development, and the distinction between goals for parents and those for children are also discussed.

Index codes 84 2 16

67 Anderson, Scarvia; et al.
Educational Testing Service. Princeton, New Jersey.
Priorities and Directions for Research and Development Related to Measurement of Young Children: Report on Task 2.
37p.
1972. ED088927

A panel of 15 experts in child development, early childhood education and measurement met in September 1972 to assist the Office of Child Development in establishing priorities in improving tests and measurements for young children. A summary of the panel discussion is presented along with the specific recommendations made by the participants. The key issues under consideration were: (1) the special statistical and methodological problems of measuring the behavior of young children and the impact of their environments because of the limited response system of young children and the rapid changes that occur in early life; (2) the considerations of construct-based measurement, particularly the problems of population and ecological validity that are inherent in the use of measures with different cultural groups; and (3) the dependency of the advancement of measurement research and development on appropriate policy decisions, and the availability and training of manpower.

Index codes 84 3 5 12 21 20

Anderson, Scarvia B.
For other entries by this author see Index of Co-authors.

68 Andrews, J. D., ed.
National Association for the Education of Young Children.
Washington, D.C.
Early Childhood Education: It's An Art? It's A Science.
213p.
1976. ED127034

This booklet contains selected presentations from the 1975 Annual Conference of the National Association for the Education of Young Children (NAEYC). The collection is addressed to people who are interested in improving the quality of growth-supporting services available to children and their families in the United States. Titles are: "Head Start: Not a Program but an Evolving Concept"; "Education: A Family Responsibility" (concerned with American Indian education); "Seminars in Parenting Preschoolers"; "Piaget's Affective System--An Appraisal"; "When Children Talk Back--Listen"; "Preschool and Early Math Instruction: A Developmental Approach"; "Bilingual/Bicultural Education: Separating Facts from Fiction"; "Should the Public Schools Control Child Care Services?"; "Values Examination: A Crucial Issue in Early Childhood Education"; "Training Pediatricians in Mental Health Aspects of Early Child Care"; "The Child Development Associate Consortium's Assessment System"; "Early Childhood Education--It's a Science"; and "Early Childhood in Art."

Index codes 3 20 13 81

Andrews, Susan R.
For other entries by this author see Index of Co-authors.

69 Andronico, Michael P.
Case Conference: A Psychotherapeutic Aide in A Head Start Program: I. Theory and Practice. II. Commentary.
Children, 1969, 16(1).
HS100026

On the belief that nonprofessional persons may serve as psychotherapeutic aides in Head Start projects, the Riegel Ridge Paper Foundation Head Start Project in Milford, New Jersey, experimented with the treatment of emotionally disturbed children. A nonprofessional neighborhood worker who had previously been trained in the principles of play therapy conducted the therapy program. For 16 weeks the psychotherapeutic aide worked with six children referred to the psychologist for emotional problems, and all six children treated by the aide showed improvement. The case report of a 4-year-old girl illustrates the effectiveness of play therapy. Commentaries following the case presentation question several statements and suggest other directions to help children.

Index codes 18 16 82

70

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase I. Final Report.
480p.
1978. ED168239

The document presents the final report of a comparative study to assess the services being provided to handicapped preschool children by Project Head Start and non-Head Start programs. This study is Phase I of a larger study of the process of mainstreaming handicapped children in Head Start programs. To facilitate an understanding of Phase I findings and recommendations, the first part of the report presents background information, including study methodology and the context in which service delivery to handicapped children in Head Start programs is taking place. Study findings are discussed for the following areas of investigation: mainstreaming, staff characteristics, program entry and termination, screening services, diagnostic services, planning and curricula, monitoring activities, service providers, and parent involvement. Four basic areas are recommended in which Head Start services to handicapped children can be improved: diagnostic services, program services (particularly with respect to individualized planning), program facilities and materials, and outreach procedures to seek out unserved handicapped children.
Principal Author: Pamela B. Walters.

Index codes 1 8 12 20 15 84

71

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase I: Final Report. Volume II: Reference Tables.
298p.
1978. ED176433

The booklet presents the reference tables for the Phase I Final Report on the Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Data presented focuses on three areas: program-specific data on Head Start programs, child-specific data for sample handicapped children, and program-specific data on non-Head Start programs. Instruments used in the study included questionnaires, interviews, and observations. Among the purposes of the study were: 1) to describe the enrollment and termination procedures used, and the types of handicapped children enrolled, in the various preschool programs; 2) to describe facilities and equipment in Head Start centers; 3) to determine program demographic characteristics; 4) to describe services provided to the child; 5) to determine the extent of social integration of the child in the classroom; 6) to describe the characteristics of the child's service providers and the types of services provided; 7) to analyze the child's diagnostic file; 8) to determine program characteristics and services typically provided to handicapped children; and 9) to describe program facilities and equipment.

Index codes 1 20 8 12 83

72

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase I: Executive Summary.
43p.
1978. ED168236

The report presents an executive summary of the findings, conclusions, and recommendations of a comparative study to assess the services being provided to handicapped preschool children by Project Head Start and non-Head Start programs. This study is Phase I of a larger study of the process of mainstreaming handicapped children in Head Start Programs. Limited comparison of Head Start program services are made with those offered by other programs located in the same communities. Findings are presented in a question-and-answer format within each of the following areas of investigation: mainstreaming, staff characteristics, recruitment and outreach, screening services, diagnostic services, planning and curricula, monitoring activities, auxiliary service providers, and parent involvement. Four basic areas are recommended in which Head Start services to handicapped children can be improved: diagnostic services, program services (particularly with respect to individualized planning), program facilities and materials, and outreach procedures to seek out unserved handicapped children.

Index codes 1 8 12 5 13 15 83

73

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase II: Interim Report.
290p.
1978. ED168238

The document presents the interim report for Phase II of a study to determine how services provided by Project Head Start programs impact handicapped preschool children. The report summarizes the baseline data obtained and identifies the key methodological issues for consideration in the final data analysis effort. The instrumentation and methodology are reviewed, a preliminary analysis of baseline findings is presented, pretreatment conditions are documented, and certain methodological issues are clarified for the analysis plan. In addition to comparing handicapped children's progress in Head Start and other programs with a small sample of unserved children, the study also focuses on involvement with Head Start as it affects parent and teacher attitudes. A description of the sample is presented, and instrumentation issues are discussed, including the Alpern-Boll Developmental Profile and measures of attitude towards mainstreaming of the handicapped. Group differences considered include personal characteristics of the child, attitudes and characteristics of the child's family, attitudes and characteristics of the teachers, characteristics of the programs, and classroom integration. Data collection procedures, instruments, frequency tables for demographic data, and the Duncan Socio Economic Index are appended.

Index codes 1 8 12 15 13 83

74

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase II. Final Report.
555p.
1978. ED177803

The document, nearly half of which consists of appendixes, presents the final report on Phase II of a 2 year study to evaluate the process of mainstreaming handicapped preschool children into Project Head Start. During the second year (Phase II) of the study, baseline and posttest developmental assessments were conducted on approximately 400 Head Start handicapped children, 350 non-Head Start handicapped children, and 150 handicapped children not enrolled in any programs, in an attempt to assess the relative impact of the Head Start handicapped effort. The report covers such aspects as study design issues, measurement issues, sampling procedures, outcome variables, child/family background characteristics, program/staff characteristics, and between and within group analysis of study outcome variables. The results of two reliability substudies conducted to ascertain the degree of confidence that may be invested in data from key dependent variables are reported, and the issue of handicap severity as an important explanatory variable is discussed along with how severity was measured for the purposes of the evaluation. Classroom structures are examined along with staff characteristics (such as background, preparation, and attitudinal orientation with respect to the provision of services to handicapped children). Among the 13 appendixes are various instruments, forms, and criteria used in the study. Principal Author: Ronald J. Vogel.

Index codes 1 8 12 84

75

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase II: Executive Summary.
24p.
1978. ED168291

The report summarizes the findings and conclusions from the second and final year of an evaluation of Head Start's efforts to serve handicapped children. It is explained that baseline and posttest data were collected on 391 handicapped Head Start students, 321 handicapped children in non-Head Start preschool programs, and 121 unserved handicapped children. Results of comparative analyses are seen to indicate that Ss in both Head Start and non-Head Start programs, (particularly speech impaired Ss), showed gains in motoric, self help, social, academic, and communication skills that were generally greater than those of non-served Ss. Data also is reported to show that Head Start compared favorably with other service alternatives in terms of child-specific outcomes. Other findings reported include that program benefits for Head Start Ss were variously associated with the amount of time Ss spent in a mainstreaming situation, small class sizes, and low ratios of handicapped to non-handicapped Ss.

Index codes 1 8 12 13 83

76

Applied Management Sciences, Inc. Silver Spring, Maryland.
Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Program Efforts to Ensure Post-Enrollment Service Continuity for Handicapped Children in Project Head Start. Final Report.
60p.
1978. ED168237

The document presents the final report of a national study to evaluate the process by which handicapped children were mainstreamed in Head Start programs. Findings related to the following areas of investigation are presented: placement of handicapped children after leaving Head Start, Head Start's role in establishing the new placement, Head Start activities designed to provide new program staff with information concerning the handicapped child, parental assistance provided to ease the transition of the child to a new program, follow-up of the child's adjustment to the new program, and differences in service continuity activities as a function of type of Head Start program organization. Recommendations presented focus primarily on two broad areas: strategies to enhance efforts to insure service continuity to handicapped children, and further investigation into the area of service continuity and its impact on handicapped children. A discussion of sampling strategy, a case follow-up schedule questionnaire, and definitions of post-Head Start placements are appended.

Index codes 1 12 8 15 81

77

Applied Management Sciences, Inc. Silver Spring, Maryland.
State of the Art Literature review on the Mainstreaming of Handicapped Childrenand Youth.
76p.
1976. ED168240

The report presents a state-of-the-art literature review on the mainstreaming of handicapped children and youth. An overview of mainstreaming is presented, along with an historical perspective that includes discussions of such aspects as legal impetus and reaction to labeling. Methodological issues considered include the presence of intervening variables, the over-generalization of findings, and the presence of undefined and vague variables. Among the useful findings on mainstreaming reviewed are successful assessment methodology, optimal administrative procedures, and optimal teaching procedures. Some implications of the research reviewed are covered, including such issues as who benefits from mainstreaming and what its costs are. Non-mainstreamed programs designed for handicapped preschoolers are also considered, including state legislated and grassroots programs. Surveys of the incidence of handicapped children aged 0-5 are also covered. A bibliography is included.

Index codes 81 2 20 8 12

78 Aquizap, Roman.
An Evaluation of the McDowell County Community Action Program. The Child Centers and Rearing Studies.
1969. HS100452

The objectives of the Child Centers Study conducted in McDowell County, West Virginia, were (1) to gain empirical knowledge of the effect of programs which seek to facilitate early and basic development of human resources in an extreme environment and (2) to widen the scope of basic developmental knowledge of deprived children as well as their environmental covariates. An ecological approach was used to measure the effects of the program on the child and the effects of such variables as the physical home environment, parent child-rearing practices, and geographic factors influencing accessibility to socializing institutions as well as cognitive, affective and personality dimensions in the parents and teachers. This report discusses descriptive data on children's cognitive, affective, and social behavior; parents' cognitive and personality data, child-rearing practices, socialization patterns, and other socioeconomic data; and ecological data such as the quality of the physical environment, social isolation of the physical environment, accessibility measures, and general socialization and neighborhood data. In an overall evaluation of the child centers program the program elements and teacher characteristics are described. A general evaluative statement discusses facilities, program and curriculum, teacher training, and parent-community organization.

Index codes 1 21 16 15 6 20 82

79 Archambo, Judith P.
Kentucky Child Welfare Research Foundation, Inc., Frankfort, Kentucky.
Rural Child Care Project, 1969-1970 Research Evaluation. Final Report.
386 pp.
1970. ED055683

A 4-year follow-up study of children in the Rural Child Care Project has shown that greatest losses in intellectual functioning for project children occurred in the first year of public school among those scoring above 80 on their first Binet but who were retained in grade 1. IQ change during grade 1 was negatively related to attendance at a project center and unrelated to social services received by the family. IQ loss was inconsistently related to qualitative Binet performance over time. Parent awareness and use of community, school, and project resources were unrelated to length of project participation. Despite differences between project mothers, project teachers, and middle-class mothers (in intellectual functioning, educational achievement, reported educational attitudes and control strategies), project mothers were equal to or more effective than project teachers in teaching their children to perform procedures difficult to implement, this project demonstrated the benefits of such procedures to both parents and staff. While children in the current program almost 2 years performed no better on UCLA Language Tests or Preschool Inventory than children with less than 1 year's experience, they were higher than summer Head Start children in general achievement. After discussion of these and additional findings, the document provides recommendations for improving the project within a "focussed services" model which stipulates specification of behavioral objectives and joint training of child development and homemaking staffs.

Index codes 1 12 15 23 24 81

Arias, Beatriz.
For other entries by this author see Index of Co-authors.

80

Arizona State Ecomonic Opportunity Office. Phoenix, Arizona.
Arizona State Economic Opportunity Office. Annual Report, Calendar Year Ending December 31, 1972.
64p.
1973. ED082899

The annual report of the Arizona State Economic Opportunity Office (SEOO) for 1972 is presented. The SEOO was integrated into the Department of Economic Security. It is now the Community Support Bureau of Resource Planning Division (CSBRPD). The unit provides training and technical assistance to communities, councils of governments, and public and private agencies. Human resource planning, development and programming are priority assistance objectives. The CSBRPD has a primary responsibility for Economic Opportunity Office funded programs such as community action, housing, legal aid, and head start programs. Another primary responsibility is that of advocacy for the resolution of problems for low income and minority Arizona residents. Statistical data on the state's American Indians are also presented.

Index codes 1 20 81

81

Arizona University. Arizona Center for Childhood Education. Tuscon, Arizona.
Positive Effects of a Bicultural Preschool Program on the Intellactual Performance of Mexican-American Children.
Paper presented at the Annual Meetings of American Educational Research Educational Research Association. Los Angeles, California, February 1969. 10p.
ED028827

In a study of the effects of mixing children of different backgrounds, 18 disadvantaged Mexican-American children were integrated into classes with 36 advantaged Anglo peers to see if the intellectual performance of the Mexican-Americans would be favorably affected. Comparisons were also made between 18 children of the same ethnic group who were in Head Start and another group of 18 children who were not in a preschool program. All children were pretested and posttested on the Wechsler pre-primary scale of intelligence. As expected, children in the experimental integrated group made greater gains than children either in no program or in Head Start; however, Head Start subjects did not make greater gains than the children in no preschool program. On the basis of this study, it seems possible that improved intellectual performance would be maintained if children were active for a longer period of time in the environment supportive of newly acquired skills. Too often "tracking" or "ability grouping" results, in effect, in a segregated school environment. Further investigation is needed to obtain more specific data on the role of imitation in classroom settings.
Principal Author: Ronald W. Henderson

Index codes 1 25 24 81

82

Arizona University. Arizona Center for Educational Research. Tucson, Arizona.
Tucson Early Education Model. Program Report.
22p.
1971. ED125744

This document is the fifth in a series of 12 early childhood program descriptions compiled by the Far West Laboratory for Educational Research and Development. The program described here is the Tucson Early Education Model (TEEM) located at the University of Arizona. The model is designed for Head Start programs and kindergarten through third grade Follow Through classes. Its objectives include language development, learning-to-learn skills, motivation, and social and academic skills. The instructional approach is based on activities which combine learnings from different subject areas. Children work in small heterogeneous groups, and although most activities are assigned, there is a free choice period each day. Included in the program are brief outlines of: (1) goals and objectives, (2) content and materials, (3) classroom activities, (4) parent involvement, (5) professional and paraprofessional training, (6) administrative requirements and costs, (7) program development and evaluation, and (8) program history and present (1971) status.

Index codes 2 13 20 14 12 81

83

Arizona University. Tuscon, Arizona.
Intensive Evaluation of Head Start Implementation in the Tucson Early Education Model.
58p.
1972. ED071778

As part of the national Head Start Planned Variation Study, this study used a relatively small sample in an intensive evaluation of program implementation in one field community using the Tucson Early Education Model (TEEM). A modified Solomon four-group research design formed the organization framework. Evaluation of six TEEM classrooms and two locally implemented Comparison classrooms included a child data battery, classroom observation, situational tasks, Director's ratings, and demographic information. The child data battery, which emphasized both the cognitive and socio-affective domains, was given in the fall of 1971 to approximately half the TEEM children and to one of the Comparison classes. Spring testing included all groups. Analysis indicated that Comparison groups were not optimally matched to TEEM children; Comparison children were slightly older and performed better on pre-test. The difference in levels of inappropriate behavior during teacher absence between TEEM and Comparison classrooms was significant. Analysis of classroom observation indicated that TEEM classrooms had more child-initiated learning sequences combined with lower teacher-initiated learning sequences. Due to limited sample size in this study, wide-ranging generalizations are not justified. But the utility of classroom observation techniques for assessing process goals within the open classroom framework was indicated. Principal Author: Robert K. Rentfrow.

Index codes 1 13 21 16 83

84
Arizona University. Tucson, Arizona.
An Investigation of Independent Child Behavior in the Open Classroom: The Classroom Attitude Observation Schedule.
49p.
1972. ED073828

The Classroom Attitude Observation Schedule was developed and field tested for study of independent child behavior in the open classroom. Eight Head Start classrooms were used for field testing, six of which used the Tucson Early Education Model curriculum and two of which, for comparison, used local curricula. Procedures involved observing and recording into mutually exclusive activity categories the location of children and adults at two-minute intervals over a thirty-six minute free-choice period. Incidents of inappropriate behavior were also recorded. During the middle twelve minutes, all adults except the observer left the classroom. The procedure demonstrated sensitivity to changes in child behavior during teacher absence. Comparison classrooms had significantly more incidents of inappropriate behavior during teacher absence than during teacher presence. TEEM classrooms maintained a stable pattern of behavior throughout the observation period. The system was concluded to be extremely useful in assessment of independent learning behavior of children in large groups and should transfer easily to other open classroom settings. (Author/KM).
Principal Author: Ocea Goldupp.

Index codes 2 10 13 21 81

85 Arkes, Hal R.; Boykin, A. Wade.
Analysis of Complexity Preference in Head Start and Nursery School Children.
Perceptual and Motor Skills, 1971, 33(3):1131-1137.
HS200027

The complexity preference of Head Start and nursery school children was assessed using both familiar gemoetric forms and random polygons. Each preference served as a dependent variable to measure any change after the child's participation in a Head Start program. The purpose of the study was to determine whether or not Head Start children and the nursery school children preferred the same level of complexity.

Index codes 1 21 82

86 Arnoult, Joseph F.
A Comparison of the Psycholinguistic Abilities of Selected Groups of First Grade Children.
Dissertation Abstracts International, 1973, 33(7-A):3364-3365.
HS200028

This study sought to determine the effect of Project Head Start on the measured psycholinguistic ability of first grade pupils. The influence of race was also examined. Tables illustrate pre-post test results.

Index codes 1 23 83

Asano, Mildred M.
For other entries by this author see Index of Co-authors.

87

Askins and Associates. Lubbock, Texas.
Outreach Activities (Replication Services) of the Responsive Environment Program for Spanish American Children (REPSAC): End of Year Evaluation Report, 1976-77 (Second Year Evaluation Study).
49p.
1977. ED142352

The outreach activities component to REPSAC, an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1976-77, services included the training of selected teachers and aides to acquire competencies in working with young, high risk, and handicapped children. Conducted on-site at the replication centers (9 school districts and 9 Head Start Centers located in isolated areas in New Mexico) and at the parent center, training was taken to these centers by a specially designed and equipped motor coach. Evaluation of the training was conducted by an external evaluation team via objective evaluation of the workshops; classroom visits; site-visits with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach training team. A follow-up study of former REPSAC students in grades 1-5 was conducted. Findings included: the training program for the teachers and aides was extremely effective; services provided to the schools in the isolated areas were extremely needed; and the follow-up study indicated a change to an upward trend for Spanish language development, a continued slightly upward trend for English language development, and a mild downward trend for learning aptitude.
Principal Author: Billy E. Askins.

Index codes 1 25 12 81

88

Askins and Associates. Lubbock, Texas.
Outreach Activities (Replication and Training Services) of the Responsive Environment Program for Spanish American Children (REPSAC). Final Evaluation Report, July 1, 1977-May 26, 1978, Third Year.
33p.
1978. ED157669

The outreach activities component of the Responsive Environment Program for Spanish American Children (REPSAC), an extremely successful early childhood bilingual intervention program in Clovis, New Mexico, enabled the project to provide replication services to various local education agencies requesting such services. During 1977-78, student services were provided on-site at the replication centers (7 school districts and 3 Head Start centers, all located in isolated areas in New Mexico). A specially designed and equipped motor coach took training to the replication centers. This training was evaluated by an external evaluation team via classroom visits; site visitis with administrators, teachers, and aides; self-evaluation questionnaires from the trainees and trainers; and a review of various records/logs maintained by the outreach team. A follow-up study of former REPSAC students, who in 1977-78 were in grades 4-6, was conducted. Findings included: learning aptitude scores (IQ) remained relatively stable from the initial testing in the Fall of 1971 to the testing in the Spring of 1978; English language development scores gained substantially after the first year of intervention and again at the end of the second year of intervention; Spanish language development scores showed the greatest amount of fluctuation since the initial testing in 1971; the test results indicated that 90% of former REPSAC students were in regular classrooms and 10% in special education classes; and 2 students had been retained 1 grade and 5 students had required special assistance.
Principal Author: Billy E. Askins.

Index codes 1 11 23 24 25 81

Askins, Billy E.
For other entries by this author see Index of Co-authors.

89 Atchley, Robert C.
Can Programs for the Poor Survive in Middle-Class Institutions.
Phi Delta Kappan, 1971, 53(4):243-244.
EJ049308

The author describes what happened to the Head Start teacher aide idea when it was taken over by middle-class schools.

Index codes 3 12 82

90

Atlanta Public Schools. Atlanta, Georgia.
Atlanta Follow Through Program. Final Report 1977-78, 1978-79, 1979-80. Report No. 14-6.
74p.
1981. ED210357

This is a final evaluation report for Atlanta, Georgia's Follow Through Program, a project conducted from 1977-80 to curb low achievement among Project Head Start students as they move through the primary grades. Various program components including psychological, health, and social services, administration, staff development, and parent involvement are described. Results of the program evaluation are discussed for several areas such as: (1) the degree of implementation of the Independent Learning Model (the program's model); (2) the reading progress of students; (3) the extent of parent involvement; (4) student gains on achievement tests; (5) program costs; (6) attendance; and (7) the performance of the health, psychological, and social services components. Extensive statistical data on results are included in the form of 22 tables, four charts and an appendix. Recommendations for program improvement are offered at the end of the report. Principal Author: Linda Ballagas.

Index codes 1 10 81

91 Austin, Gilbert R.; et al.
The Effectiveness of Summer Compensatory Education: A Review of the Research.
Review of Educational Research, 1972, 42(2):171.
HS200486

This review of research conducted on summer compensatory education programs is based on documents publicly available, and presents historical notes on summer school programs, objective data on cognitive growth, subjective data on program effectiveness, and cost data. Conclusions and recommendations are made about funding, lack of particular data, and goals for future evaluations.

Index codes 1 12 14 20 82

Bache, William.
For other entries by this author see Index of Co-authors.

92 Badger, Earladeen D.
Mothers' Training Program: The Group Process.
25p.
1969. ED032926

This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their 1- to 2-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO poverty definition. Mothers agreed to attend a 2 hour weekly class to learn teaching techniques to be applied at home. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2 year program, attended regularly, and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class.

Index codes 1 9 15 21 81

93 Ball, Donald W.; Payne, James S.
Factorial Composition of the Peabody Picture Vocabulary Test With Head Start Children.
Psychological Reports, 1973, 32(1):12-14.
HS200029

The Peabody Picture Vocabulary Test was administered to 354 Head Start children ages 3-5 years and a factor analysis was performed on each of its items. The purpose of the study was to determine whether the general factor, and the test as a whole, could be deemed one of receptive vocabulary ability.

Index codes 1 23 82

94 Ball, Samuel.
Educational Testing Service. Princeton, New Jersey.
Assessing the Attitudes of Young Children Toward School.
15p.
1971. ED056086

This paper presents an overview of the state of the art in attitude assessment of young children toward school and school-related activities. The focus is on preschool children, aged four, through second grade children. Various problems of attitude assessment are presented and techniques of attitude measurement such as (1) teacher ratings, (2) rating children under simulated conditions, (3) pupil's self-report and (4) non-reactive unobtrusive measures are discussed.

Index codes 2 19 83

Ballagas, Linda.
For other entries by this author see Index of Co-authors.

95 Ballentine, Larry; Levine, Daniel U.
Missouri University. Kansas City, Missouri.
Research Note: Home Environment and Reading Performance among Afro, Anglo, and Mexican Kindergarten Students in an Inner City School.
8p.
1971. ED058943

This exploratory study examined the relationship between reading performance scores and three measures of home environment among kindergarten students of differing racial and ethnic background. It also determined whether there was evidence that participation in a Follow Through Program had been effective in overcoming educational disadvantages associated with nonsupportive home environments. Subjects in the study were kindergarten students who had finished their first year in a Follow Through Program; 11 were Mexican-American, 10 were Anglo-American, and 9 were Afro-American. Four of the Mexican American, seven of the Afro-American, and four of the Anglo-American students had been in a pre-kindergarten Head Start Program the year before. Home environment measures used were: (1) a modified 40-item version of the Dave and Wolf interview schedule for assessing home influences on achievement and intelligence; (2) interviewer's rating of the orderliness of the living room in each subject's home; and (3) the frequency with which the subject's mother attended church. Results show the strongest correlations between home-environment measures and reading level were among the Anglo-American and Afro-American students. Most important of the findings was that measures of home environment correlated with reading level among the sample of economically disadvantaged students finishing kindergarten.

Index codes 1 26 22 7 10 25 81

Baltzell, D. Catherine.
For other entries by this author see Index of Co-authors.

96

Bank Street College of Education. New York.
Head Start Evaluation and Research Center. Progress Report of Research Studies 1966 to 1967. Document 4, Development of Observation Procedures for Assessing Preschool Classroom Environment.
ED021626

A preschool environment inventory was developed to provide a method for characterizing the school environment of children in Head Start and other preschool programs. The inventory summarizes the most salient features of a preschool environment and describes these dimensions for measurement with ordinal scales. Consisting of 44 scales and 23 check lists, the instrument requires administration by observers familiar with basic concepts in early childhood education. The inventory will be subjected to systematic classroom use and, after evaluation, will be refined, clarified, and trimmed. Upon completion of the final revision, determination will be made of the degree of training required to achieve satisfactory levels of interscorer agreement. This progress report includes a complete reproduction of the inventory form. Check lists and scales are grouped under the headings of (1) physical set-up, materials, and equipment, (2) play activities, (3) structure, balance, and organization of program, (4) mode of teaching, (5) teacher's role regarding language, communication, and articulation of ideas and feelings, (6) control and management, (7) aspects of teacher's relationship with the children, (8) teacher's role regarding peer relations, (9) style and tone of teacher, and (10) classroom atmosphere.
Principal Authors: Virginia Stern; Anne Gordon.

Index codes 2 13 81

97

Bank Street College of Education. New York.
A Comparative Study of the Impact of Two Contrasting Educational Approaches in Head Start, 1968-69.
68p.
1969. ED041643

As part of a national evaluation of Head Start, a comparison of school readiness and childhood development approaches to preschool education was attempted, but major methodological problems were encountered. It was not possible to find the study samples called for in the original plan, i. e., a child-readiness program of the Bereiter-Engelmann type, and a child development program that was a suitable example. A compromise selection of two Head Start centers included one that was child development-oriented, and one that had a modified Montessori program. A comparison sample was selected from a middle class child development-oriented private nursery school. The children were pre- and posttested on measures of cognitive skills, curiosity, self-concept, and spontaneous language. Individual child observations were also made. However, the original data collection plan was severely curtailed because of lack of time and testing space. The results of the study are not definitive but indicate that the middle class children were more able to benefit in demonstrable ways from a year of preschool education. However, the private program was judged to be of much better quality than the Head Start programs in the study.

Index codes 1 13 21 16 83

98

Bank Street College of Education. New York.
Differences in the Spontaneous Classroom Interpersonal Language of Preschoolers Differing in Intrapersonal Linguistic Effectiveness. Progress Report on Research Studies, September 1, 1969 - April 30, 1970.
63p.
1970. ED056768

This paper reports findings of a main study and a corollary study designed to clarify the relationship between interpersonal and intrapersonal language by examining the spontaneous classroom interpersonal verbal output of children 4-5 years old in relation to social class and intelligence. The report presents (1) preparation of the data of the main and corollary studies for computer analysis, (2) extensive revision and refinement of the specially designed Functional Category System (a comprehensive instrument covering all verbal statements of the preschooler), and (3) analysis of the results. Findings from the main study support significant relationships between some IQ effects and some social class effects as indicators of linguistic effectiveness (performance). Ethnicity (black, white) was significant only in interaction with some social class effects. Significant sex effects were noted. The corollary study assessed effects of a school readiness program or a child development program and indicated that, in general, no subjects showed significant pre-post changes in IQ. IQ scores of advantaged children (in accord with their initial selection) remained significantly higher than those of children selected from the two Head Start programs.
Principal Author: Frances Schachter.

Index codes 1 23 21 26 83

99

Bank Street College of Education. New York.
Work Relations Between Professionals and Paraprofessionals in Head Start (April 1, 1969 - August 31, 1970). Interim Report.
52p.
1970. ED054082

This report focuses on the differences in work relations between teachers and teacher aides and between social workers and social service aides, using data obtained from in-depth interviews, classroom observations, and meetings at two Head Start centers. Center One, which is church sponsored, has two classrooms and 60 children, with two teachers, two teacher aides, a social worker operating out of central headquarters, and three locally based staff members (one family assistant and two family workers). Center Two is sponsored by a settlement house, with three classrooms and 90 children, three teachers and four teacher aides, and a social service staff similar to that of Center One. The work relations between teachers and aides are illustrated mainly by data from Center One, with additional material from Center Two, while the work relations between social worker and family staff are illustrated mainly by data from Center Two with additional material from Center One. The study examines the professionals' attitudes towards paraprofessionals, role definitions, and roles performed by paraprofessionals, the working relations between paraprofessionals and professionals, the kind of work ethic which develops, and the effects of employment on paraprofessionals.
Principal Author: Claire Jacobson.

Index codes 1 12 6 13 83

100

Bank Street College of Education. New York.
The Organization of Work in a Preschool Setting: Work Relations Between Professionals and Paraprofessionals in Four Head Start Centers. Final Report.
239p.
1973. ED088604

This report describes work relations between teachers and teacher aides and between social workers and social service aides and focuses on an interpretation of differences in work relations between the teaching and social work components in Head Start. Specifically, attitudes of professionals toward the employment of paraprofessionals are investigated, including the types of role definitions evolved. Effects of employment on the paraprofessional in terms of status, self-image, and performance of family roles are also discussed. Results indicated that teachers had more positive attitudes toward teacher aides than social workers had towards social service aides. Results are discussed in terms of values and role perceptions of teachers versus social workers.
Principal Authors: Claire Jacobson; Carla Drije.

Index codes 1 12 83

101

Bank Street College of Education. New York.
Parent Child Development Centers. Evaluation of Program Effects. (Manuscript).
202p.
1978. HS200481

The Parent Child Development Center (PCDC) project is described, as are problems of theory and method in longitudinal research. This monograph is an integrated report of the findings of the first phase of the PCDC project and describes the three PCDC programs in Birmingham, Houston, and New Orleans. The descriptions present common features and highlight distinctive program elements. General methodological considerations - design, measurement selection, and data collection and analysis - common to the three sites are reviewed, and the methods and findings for the three PCDCs are reported separately. A summary of methods and results across sites is presented, along with a discussion of the findings and implications for future research. Program mothers scored higher than control mothers in all multivariate dimensions of material behavior at 36 months, and the general PCDC model was effective in providing mothers with increased skill in child-rearing. Analyses of data on children across sites donot reveal a clear pattern of effects. The appendices discuss the rating scales for the maternal and child behavior in the teaching situation used in the Birmingham PCDC and provide the text and rating scales of the graduation interview. Numerous tables list the distinctive features of the three PCDC sites, demographic characteristics, evaluation schedules, maternal and child behaviors, measures of program effects, and variables derived from behaviors.
Principal Author: Susan R. Andrews.

Index codes 1 7 9 15 82

102

Bank Street College of Education. New York.
Activities Undertaken in the Parent-Child Development Center Project During the Period of October 1, 1979 - September 30, 1980.
62p.
1980. HS200772

Three model Parent-child Development Centers in Houston, Birmingham and New Orleans were evaluated for the purpose of replicating programs without losing essential qualities of the programs or their effects. Activities undertaken by the Replication Management Organization are detailed for each project. Process documentation was based on the indices of staff turnover, attendance by participating mothers, and trends in recruitment and attrition. Data are presented in tabular form.

Index codes 81 1 12 13 15

103 Banta, Thomas J.
The Sands School Project: First-Year Results.
14p.
1968. ED054870

This study was initiated to make a preliminary evaluation of the effects of Montessori education when children continued with the same method in public schools that they experienced in prekindergarten. Subjects were 72 black 5- and 6-year-olds from lower-middle and lower economic class families. There were two experimental classes in nongraded primary classrooms. One experimental group had Montessori preschool experience; the other, Head Start. Two control groups had conventional public classroom experience. One control group had experienced Head Start; the other had no formal preschool education. In a multiplo-assessment procedure, children were measured according to ability (1) to create novel solutions to a maze puzzle; (2) to match appropriate objects among a sample of 3; (3) to separate an item from the field or context of which it is a part; (4) to control and restrain impulse action (Draw-a-Line-Slowly); (5) to repeat sentences (WPPSI); and (6) to initiate investigative behavior (curiosity measures). Findings indicated that the non-graded primary combined with preschool experience showed the best results; subtracting either preschool or non-graded practices reduced the progress of the children.

Index codes 1 13 21 81

Barantz, Joan C.
For other entries by this author see Index of Co-authors.

104 Baratz, Stephen S.; Barantz, Joan C.
Early Childhood Intervention: The Social Science Base of Institutional Racism.
Harvard Educational Review, Winter 1970, 40(1):29-50.
HS200484

This paper is concerned with the goals of intervention programs that deal with altering the child's home environment, with improving his language and cognitive skills, and with changing the patterns of child-rearing in the Negro home, and claims that these goals are unrealistic if the existing cultural forms of the lower-class Negro community are not recognized and used. Presenting an overview of the interventionist literature, with emphasis on the social patholology model and inadequate mother hypothesis, this paper illustrates how the ethnocentric view of the Negro community by social science which distorts the image of Negro culture is a form of institutional racism. A cultural difference model, which emphasizes differences in linguistic and cognitive style and not deficits, is presented. Interventionists' statements that describe Negro children as verbally destitute and lnguistically underdeveloped are contrasted with sociolinguistic data that indicate that Negro children speak a highly developed but different variety of English from that of the mainstream standard.

Index codes 3 6 17 21 82

105 Barber, Adeline Zachert.
A Descriptive Study of Intervention in Head Start.
Dissertation Abstracts International, 31(08-A):3986.
1971. HS200030

This study examines the effect of planned interaction by para-professionals with parents of Head Start children. The study also examines the effectiveness of using paraprofessionals for this purpose. Environmental factors such as education of the mother, child's position in the family, or the rural versus urban location of the family are investigated to determine their relationship to learning skills, social adjustment and motivation of parent to work with the child. The relationship between social adjustment and intellectual achievement in Head Start is studied.

Index codes 1 12 15 16 21 83

106 Barbrack, Christopher R.
George Peabody College for Teachers. Nashville, Tennessee.
The Effect of Three Home Visiting Strategies Upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors. Final Report.
DARCEE Papers and Reports, February 1970, 4, 72p.
ED044175

Home visitors were used to teach mothers to be more effective educational change agents in their own homes. The one-hour visits continued over 30 weeks. The initial sample consisted of 72 Negro mothers and their first grade children. All children had had 8-week Summer Head Start. Five treatment groups were (1) Mother-Involved Cognitive home visitor actively solicited the mothers' participation, and content supplemented the first grade curriculum, (2) Child-Centered Cognitive home visitor worked only with the children and did not solicit mother involvement, content same as for first group, (3) Mother-Involved Physical Training home visitor actively solicited mothers' participation, content designed to teach gross motor activities, (4) Local Control, and (5) Distal Control. The children were pre- and posttested on measures of intelligence, readiness and achievement, and the Maternal Teaching Style Instrument was used to assess the mothers' teaching behavior. Results suggest that a good treatment program might be a cognitive program which works to involve the mother by first demonstrating improvements in the child's behavior.

Index codes 1 13 15 21 12 26 24 81

107 Barbrack, Christopher R.
George Peabody College for Teachers. Nashville, Tennessee.
Dissemination of the Darcee Model to Head Start: Results of A Training Program for Head Start Teachers and Teacher Aides.
84p.
1971. ED054062

As part of Head Start's planned variation program, the Demonstration and Research Center for Early Education (DARCEE) preschool model was chosen to be implemented in six Nashville Head Start centers. This study compared two forms of DARCEE training for teachers and teacher aides--the elaborated treatment and abbreviated treatment--and compared both treatment groups with a group receiving no training--the distal comparison group. The abbreviated treatment consisted of 6-week summer workshop and several short followup workshops; the elaborated treatment included the same workshops plus individual classroom visits by project staff. The workshops covered teaching procedures, activities, materials, and classroom management, with particular emphasis on planning and determining objectives. Teachers in all three groups are pre- and posttested, using tests for attitude, vocabulary and concepts developed specifically for the project. Children were tested for IQ, perceptual motor coordination, and auditory discrimination, using standardized tests. Results indicated no significant differences between teachers in any of the three groups. However, children in the distal comparison group did significantly better on all tests than those in either of the treatment groups.

Index codes 1 12 21 81

108 Barbrack, Christopher R.; et al.
George Peabody College for Teachers. Nashville, Tennessee.
Information on Intervention Programs of the Demonstration and Research Center for Early Education.
36p.
1970. ED046492

This report describes the Demonstration and Research Center for Early Childhood Education (DARCEE), a center initiated to develop knowledge to improve the educability of young children. The report includes a fold-out diagram of DARCEE intervention programs--completed, current, and planned. Each program is listed with (1) an explanation of the purpose and objectives of the program; (2) a listing of program publications and reports; and (3) a description of the individual project's setting, subject population, and the time period involved. Included in the report is a general description of the DARCEE program organized in terms of two classes of variables, aptitude for achievement and attitudes toward achievement. Programs for language, social, and physical development are discussed. Also explained are programs for parents which are built on the idea that training the mother to provide experiences for her children will promote their growth and development. DARCEE program implementation methods and evaluation approaches used are included in this report.

Index codes 3 21 5 16 15 81

109 Barclay, Allan; Yater, Allan.
Preliminary Investigation of Visuo-Motor Recall Test.
Perceptual and Motor Skills, 1972, 34:867-872.
HS200487

The Wechsler Visuo-motor Recall Test was administered to 80 black preschool children to evaluate the feasibility of a test requiring skill in remembering, and reproducing by a motor response, a visually presented sequence of stimuli. The pilot study showed no difference in performance associated with sex or age and no interaction of these variables in the children studied. The findings suggested that work is needed to arrange items in the order of difficulty and that the influence of response "set" needs to be considered in future studies with this instrument.

Index codes 2 21 82

Barclay, Allan.
For other entries by this author see Index of Co-authors.

110 Barclay, Lisa Frances Kurcz.
The Comparative Efficacies of Spanish, English, and Bilingual Cognitive Verbal Instruction With Mexican-American Head Start Children.
Dissertation Abstracts International, 1970, 30(8-A):3311.
HS200031

This study was designed to determine whether a structured verbal learning approach utilizing both cognitive and linguistic training would result in greater language learning gains among Mexican-American Had Starters than would the usual Head Start program alone.

Index codes 1 13 23 25 83

111 Barnow, Burt S.
Wisconsin University. Institute for Research on Poverty. Madison, Wisconsin.
Conditions for the Presence or Absence of a Bias in Treatment Effect: Some Statistical Models for Head Start Evaluation.
33p.
1972. HS200434

The possibilities are examined of carrying out an unbiased evaluation of compensatory education programs, such as Head Start, by using regression analysis, particularly in quasi-experimental situations where random assignment was not used or where an ex post facto analysis must be used because no pre-treatment information is available. Several models are presented with various relationships between the appropriate variables for an evaluation of a compensatory education program, followed by algebraic analyses to determine whether regression analysis will lead to an unbiased evaluation. The results can also be expressed in term of an analysis of covariance. Assumptions regarding all models are made. The models presented include the Campbell-Erlebacher Two Populations Model, Selection on True Ability for a One Population Model, Selection on Pretests for a One Population Model, and a One Population Ommitted Variable Model. Models are also considered for their usefulness in carrying out an evaluation of Head Start based on data collected for the 1969 Westinghouse Learning Corporation - Ohio University study to determine the cognitive and psychological benefits children received from Head Start.

Index codes 2 12 82

112 Barnow, Burt S.
Wisconsin University.Institute for Research on Poverty. Madison, Wisconsin.
Evaluating Project Head Start. Discussion Papers No. 189-73.
50p.
1973. ED106404

Head Start is a federally funded preschool program for disadvantaged children. In this paper the problems of evaluating Head Start from an economic viewpoint are considered and a reanalysis of the data collected for the 1969 Westinghouse Learning Corporation--Ohio University study is carried out. An evaluation of Head Start is difficult because of conceptual and statistical problems. The conceptual problems deal with the difficulty in translating the benefits of Head Start into dollar terms so that it can be determined if the benefits exceed the costs and if Head Start is the most efficient social action program. Statistical problems arise because it is rarely possible to measure all of the independent variables in the model and some of the independent variables may be measured with error; these specification errors can lead to biased estimates of program effects. Regression analysis is used in the re-analysis of the Westinghouse data. The findings of the reanalysis are comparable with those of Westinghouse study but differ because of the changes in the structure of the model. The reanalysis suggests that Head Start produces statistically significant cognitive benefits for white children from mother-headed families and minority children; there is no evidence from the data to suggest that these benefits are permanent.

Index codes 1 14 81

113 Barnow, Burt S.
The Effects of Head Start and Socio-Economic Status on Cognitive Development of Disadvantaged Children.
Dissertation Abstracts International, 1974, 34(10-A):6196.
HS200032

This thesis reviews the controversy about the Westinghouse-Ohio University study of Head Start and reanalyzes the data in an economic framework by attempting to incorporate Head Start into an educational production framework. The statistical problems involved in an evaluation of Head Start are discussed in the context of several models. How measurement problems and the selection procedure used to assign children into Head Start and control groups can sometimes lead to biased estimates of the treatment effect is demonstrated. The review of the history of the Westinghouse study includes descriptions of the instruments, methods of statistical analysis, major findings, and interpretations and policy recommendations of the Westinghouse researchers. Criticisms of the Westinghouse study are reviewed. Reanalysis of the data uses individual rather than grouped data and includes more socioeconomic and demographic variables. The findings are summarized and compared to other evaluations of preschool programs. Policy recommendations are offered. The appendix includes supplementary empirical analyses.

Index codes 1 21 12 83

114 Barnow, Burt S.; Cain, Glen G.
Wisconsin University. Institute for Research on Poverty. Madison, Wisconsin.
A Reanalysis of the Effect of Head Start on Cognitive Development: Methodology and Empirical Findings. Reprint 238.
26p.
1977. ED151488

Using data from the Westinghouse Learning Corporation Study, the effect of the Head Start Program on cognitive achievement in preschool children is examined. The use of statistical models to evaluate programs which non randomly assign children to "treatment" and "control" groups is discussed. Necessary conditions for unbiased estimation of program effects are demonstrated. A refined set of empirical estimates of Head Start effects is presented using multiple regression techniques. The results of this examination generally support the pessimistic findings of the Westinghouse study. It was indicated that recent Head Start programs have only a short-term impact on minority group children and on white children from mother-headed families. Some qualifications to these findings, however, are expressed. These fall chiefly into the category of methodological problems presented by the non random nature of the population samples in studies such as this one.

Index codes 1 21 81

Barnow, Burt S.
For other entries by this author see Index of Co-authors.

115 Barr, Jo.
Wichita Unified School District 259. Wichita, Kansas.
A Resume of the Findings of the Follow Through Project Evaluation, 1969-70.
52p.
1970. ED048392

This report summarizes the findings of the 1969-70 evaluation of Project Follow Through in Wichita, Kansas. In the first year of the program, 186 Head Start graduates were bused from low income residential areas to four elementary schools located on the periphery of the city. The receiving schools varied in socioeconomic status of pupils from middle class to working class. The 1969-70 school year completed the second year of Wichita's Follow Through Project. Students were evaluated by questionnaires given to teachers; in addition, to measure pupil adjustment and achievement, tests such as the Cognitive Abilities Test, the California Test of Personality, and the Illinois Test of Psycholinguistic Abilities were given. Parent participation was encouraged. The results of the Cognitive Abilities Test indicate that though Follow Through students scored higher than Head Start students at pretest, by post-test there were no significant differences; both groups, however, made significant gains. In the Illinois Test of Psycholinguistic Abilities, the experimental Follow Through students, after two years, scored significantly higher than control groups. It is held that the program had some good results.

Index codes 1 19 24 23 10 81

Barrett, Barbara.
For other entries by this author see Index of Co-authors.

116 Barrett, William J.
The Effect of Head Start Experience on Deprived Groups: Administrative Implications.
Dissertation Abstracts International, 1968, 28(9-A):3400.
HS100033

To evaluate a year-round Head Start program in terms of educational administration policy and planning, the study measures, by means of pre-tests and post-tests, progress made over a nine-month period in Head Start by two groups of deprived children. The literature review covers heredity versus environment studies, institutional research with the retarded and with normals, kindergarten and nursery school research, maturation studies, and an evaluation of Head Start. Described are the sample of 62 children--categorized as most and least deprived--and their composition and method of selection, as well as the research instruments used and the procedures for collecting and analyzing the data. The results of the Stanford-Binet and Caldwell Soule Pre-School Inventory and Behavioral Index are presented. The findings show that while both the least and most deprived groups showed gains on the Stanford-Binet and Pre-School Inventory, the least deprived made more gain on both measures. Because the study indicates that the least deprived benefited most from Head Start, it is suggested that programs be designed which will be beneficial to the most deprived and that further research be conducted to diagnose the real needs of the most deprived and to identify optimum teaching techniques and curriculum content.

Index codes 1 17 24 19 83

117 Barton, Douglas H.
The Oral Health Needs of Head Start Children.
Journal of Dentistry for Children, 1975, 42(3):210-212.
HS200034

This is a report of a study of the incidence of caries among a sample of 908 Head Start children between 1971 and 1973.

Index codes 1 5 81

Bass, Aaron.
Bass, William M.
For other entries by these authors see Index of Co-authors.

118 Bateman, Frank; et al.
Oakland University. School of Education. Rochester, Michigan.
Huron Valley "Grassroots" Homestart Program.
119p.
1973. ED105966

This report describes a six-week Home Start pilot project designed to provide Head Start-type services to young children in their homes. The program consisted of three components: (1) home visits, in which Piagetian tasks were introduced to encourage verbal interaction between parent and child; (2) weekly group meetings for the children which provided socialization and gross motor experiences; and (3) weekly group meetings for the parents during which activities they could use in the home were presented and parental values, attitudes and needs were examined. The program focused on enhancing the quality of children's lives by building upon existing family strengths and utilizing parents in their role as primary educators of their own young children. Job descriptions for staff members are given, as well as two annotated bibliographies of materials. Approximately two-thirds of the report is comprised of appendices, which include the evaluation instruments (questionnaires and anecdotal records), samples of instructional plans for parent group and home visit activities, and sample program forms.

Index codes 1 9 81

119 Bates, Barbara.
Office of Child Development (DHEW). Washington, D.C.
Project Head Start 1965-1967: A Descriptive Report of Programs and Participants.
209p.
1967. ED034569

This report describes the children, their families, and staff members who have participated in Project Head Start from its inception in the summer of 1965 through 1967. The information has been compiled from tabulations of data prepared by the Bureau of Census and offers a general picture of the populations served to date and, where possible, includes program information. The report is divided into six sections and includes both an introduction and an overview. These sections represent a description of the Head Start children and their families, the medical status of the children, center information where available, staff member characteristics, evaluation of the program, and parent activities. Tables included with each section consist of item frequency distributions of the data collected to date. The data depict selected trends in the composition and characteristics of the Head Start participants by comparing them from one program term to the next. The overview provides a context for interpreting the data. The paper is planned to be suggestive of leads for additional and more refined analysis of data, and should be useful in both program planning and the design of research and evaluative studies related to Head Start.

Index codes 1 20 5 15 12 84

120 Bates, Barbara.
Office of Child Development (DHEW). Washington, D.C.
Project Head Start 1968: The Development of a Program.
49p.
1970. ED055650

This profile of Project Head Start as it was in 1968 is based on data compiled from Bureau of the Census surveys. The sample involved 5 percent of the children and their families in the full year program and 1 percent in summer Head Start. Approximately 1 out of every 4 classes in the full year and 1 out of every 20 classes in the summer program participated in this study. The report depicts the variety of children and their families being served, Head Start centers and their program components, and the characteristics of participating staff. Comments and recommendations have been built into the presentation of the data. A summary follows at the end of each section highlighting key aspects of the data considered relevant for program planning purposes. In the discussion of program components, reference is made to the program guidelines and activities to provide the reader with a framework for interpretation of the data.

Index codes 1 20 84

121 Bates, Barbara.
Office of Child Development (DHEW). Washington, D.C.
Project Head Start 1968: A Descriptive Report of Programs and Participants.
282p.
1970. ED047816

This report is the second in a series designed to describe children, their families, and staff members who have participated in Project Head Start center activities. The data depicts center and participant characteristics for the Full Year 1967-1968 and Summer 1968 Head Start programs, and, in combination with data in the report on previous programs (See Project Head Start 1965-1967: A Descriptive Report of Programs and Participants, ED 034 569), provide comparative information over time. The Bureau of the Census selected separate samples for the Full Year 1968 and Summer 1968 programs. The sampling design and procedures for centers, classes, and children remained the same as those employed in the 1965-1967 program. Data is provided on (a) children and their families, (b) medical and dental information, (c) center information, (d) staff member characteristics, and (e) parent participation. The appendix contains directions and questionnaires sent to center directors requesting program information.

Index codes 1 84

122 Bates, Barbara.
Office of Child Development (DHEW). Washington, D.C.
Project Head Start 1969 - 1970: A Descriptive Report of Programs and Participants.
344p.
1972. ED072858

This report is the third in a series describing the range of children, their families, and staff members who have participated in Project Head Start and the center activities in which they have been involved. The data presented here offer a general picture of the various populations served and activities in which they participated during the Full Year 1968-69, Summer 1969, and Full Year 1969-70 Head Start programs. The five sections concern: (1) children and their families; (2) medical and dental information--immunizations, screening tests and care, dental care, other medical conditions and care; (3) center information--staff and participants, facilities and transportation, supplies, activities and equipment, nutritional services, curriculum and training, center operations and program support; (4) staff member characteristics; and (5) parent participant--center activities, class activities. The tables presented were selected as a means of suggesting leads for additional and more refined analyses of these data as well as pointing to areas where smaller special studies may be helpful. Copies of the forms and questionnaires used to collect the data, with the instructions used to complete them, are provided in the appendix.

Index codes 1 20 7 5 12 13 15 84

123 Bauch, Jerold P.; et al.
What Makes the Difference in Parental Participation.
Childhood Education, 1973, 50(1):47-53.
EJ088637

This study of the quantity and quality of unpaid parent participation in Head Start centers shows that the size of the center is the most important variable influencing the amount of parent participation. Other critical factors included the purpose of the involvement, staff responsibility and role assignments, and the centers communications system.

Index codes 1 15 12 82

124 Beard, Helen Marie.
The Effects of Project Head Start Attendance on School Readiness.
Dissertation Abstracts International, 1967, 27(8-B):2767.
HS100035

The purpose of this study was to determine whether or not culturally disadvantaged preschool children improved significantly during an eight-week Project Head Start program with regard to certain measurable characteristics: social age, articulation, language, visual-motor maturational level, passive vocabulary and intellectual maturity.

Index codes 1 24 13 83

125 Beck, Ray; Talkington, Larry W.
Frostig Training With Head Start Children.
Perceptual and Motor Skills, 1970, 30(2):521-522.
HS200036

In this study two groups of Head Start children were evaluated for test-retest changes on the Frostig Developmental Test of Visual Perception and the Peabody Picture Vocabulary Test following training of one group using Frostig-Horne materials.

Index codes 1 13 21 82

126 Beck, Robert Edward.
Interaction of a Mother With Her Child and With Other Children in a Parent Cooperative Day Care Center.
Dissertation Abstracts International, 1975, 36(11-A):7279.
HS200037

The purpose of the investigation was to explore the meaning of mother-child interaction in a parent cooperative day care center. Parent involvement in Head Start is also discussed.

Index codes 1 15 83

127 Becker, Wesley C.; et al.
Design and Measurement Issues in Follow Through Research.
37p.
1979. ED207172

The focus of future Follow Through research should be oriented toward showing what can be done in order to offer information to both federal and local planners on which systems of curriculum design, classroom management, and parent involvement appear to be most effective. To assure this goal, the issues of program efficacy and implementation should be experimentally isolated in the next phase of Follow Through research. Separate studies should be conducted to explore effective implementation strategies in big cities. The new design: more care in selecting local comparison groups; better assessment of entry performance of children; and assessment of implementation processes in Follow Through and control classrooms. Within this design, separate component analysis studies are needed. Appendix I details potential component analysis studies. There is also a need for Follow Through to be extended into grades 4 through 6, and for selected sponsors to demonstrate solutions to issues in the intermediate grades. The best approach towards broad range assessment would be to administer a yearly test battery to all full-term Follow Through students and to conduct small scale longitudinal studies.

Index codes 3 12 13 15 81

128 Becker, Wesley C.; Gersten, Russell.
A Follow Up of Follow Through: The Later Effects of the Direct Instruction Model on Children in Fifth and Sixth Grades.
Paper presented at the Biennel Meeting of the Society for Research in Child Development, Boston, Massachusetts, April 2-5, 1981. 34p.
ED203601

The later effects of the Direct Instruction Follow Through Program were assessed in five diverse sites in the United States. Low income fifth and sixth graders who had completed the full 3 years of this first through third-grade program were tested on the Metropolitan Achievement Test (MAT), intermediate level, and the Wide Range Achievement Test (WRAT). Scores were contrasted with those of children in local comparison groups using analysis of covariance procedures. Results indicated constitently strong, significant effects in WRAT reading (decoding), consistent efforts in MAT math problem solving and spelling, and moderate effects in most other academic domains. Students appeared to retain the knowledge and problem solving skills they had mastered in the primary grades. However, without a continuing program, most students demonstrated losses when compared to the standardization sample of the achievement tests. Implications for improved instruction in the intermediate grades are discussed.

Index codes 1 10 21 81

129 Bee, Colleen Kay.
University of South Dakota.
A Longitudinal Study to Determine If Head Start Has Lasting Effects on School Achievement.
Dissertation Abstracts International, 1981, 42(5):Section A, 1943.
HS200845

The purpose of this research was to determine the effect of Head Start on school achievement reviewing three years (1977-1978, 78-79, and 79-80) in Sioux Falls, South Dakota. The purposes were: (1) to determine whether there was a significant difference in placement in special programs between Head Start participants and non-participants; (2) to determine if there was a significant difference in the number of Head Start participants retained as compared to non-Head Start participants; (3) to determine if there was a significant difference in Metropolitan Readiness Test scores obtained by Head Start participants and non-participants. Forty students were studied for each of the three years, 20 had attended the Head Start program and 20 had not. Chi-square was the statistical analysis used for special programs and grade retention. Analysis of variance was used to analyze the data obtained regarding the Metropolitan Readiness Test scores. All hypotheses were tested at the .01 level of significance. Findings of the Study. The results indicated that there was not a statistically significant difference at the .01 level of confidence in the placement of Head Start and non-Head Start students in special programs. The findings indicated that placement in special programs is equal between Head Start and non-Head Start participants. As the child progresses in school, the Head Start child is retained significantly more than the non-Head Start child. As a group there is no significant difference in the Metropolitan Test scores between the Head Start participants and the non-participants.

Index codes 1 21 11 81

130 **Beissel, G. F.**
Increasing Verbalizations by a Disadvantaged Preschool Child.
Psychological Reports, 1972, 30:931-934.
HS200488

Techniques of behavior modification were used in an attempt to increase the frequency of verbalizations of a five-year-old black girl enrolled in a Head Start program in Mississippi. During the observation sessions of the study the frequency of verbalization and teacher attention was recorded. Comparisons of reinforcement (exclusive teacher attention, verbal praise, smiling, physical contact, assistance, etc.) contingent upon verbalization and reinforcement noncontingent upon verbalization showed that verbalizations were more frequent during contingent periods of reinforcement. That the rate of verbal behavior diminished during noncontingent reinforcement demonstrated that social interaction alone was not the critical component of teacher attention that maintained the high rate of verbalization. Contingency coupled with immediacy of reinforcement emerged as the variable of import in effecting behavioral change.

Index codes 1 13 23 82

Bell, Robert R.
For other entries by this author see Index of Co-authors.

131 **Beller, E. Kuno.**
Teaching Styles and Their Effects on Problem-Solving Behavior in Head Start Programs.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100815

Findings are presented of a study to validate a number of scales used to measure styles of teaching and classroom climates. The first validity test compared two groups of Head Start teachers selected as "good" and "poor" teachers by an educational supervisor. Eight of the ten scales differentiated the two groups of teachers in the predicted direction. The second validity test compared success in problem-solving under intrinsic reinforcement conitions between the children of two groups of teachers. Forty percent of the scales had the predicted consequences for certain teacher characteristics to be associated with better problem-solving ability of children. The teacher ratings included control of children, distinction between work and play, approval-disapproval, closeness to children, enjoyment of teaching, individual versus group needs, classroom arrangement, approach to learning, flexibility in programming, and control of instructional materials.

Index codes 82 1 13 21

132 Beller, E. Kuno.
The Evaluation of Effects of Early Educational Intervention on Intellectual and Social Development of Lower-Class, Disadvantaged Children.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100830

A longitudinal study to investigate the effects of early educational intervention on intellectual development and on the interplay between motivational and cognitive variables concentrates on lower class, disadvantaged children as they move from nursery through the primary grades. This paper deals with the outcomes of studies which used two techniques to measure intellectual function (standardized tests and classroom grades) and two techniques to measure motivation (ratings by participant observers and direct observation by nonparticipant observers). The children's development is followed for a period of years with an analysis and comparison of amount and time of compensatory educational intervention.

Index codes 82 1 11 16 21

Beller, E. Kuno.
For other entries by this author see Index of Co-authors.

133 Belton, John; Goldberg, Sidney.
Milwaukee Public Schools. Milwaukee, Wisconsin.
Parents' Evaluation of the Head Start Program in the Milwaukee Public Schools.
9p.
1966. ED020806

A questionnarie was administered to a representative sample composed of parents of 50 children (two pupils randomly selected from each of 25 Head Start classes). Compiled from the questionnaire, statistics are reported concerning (1) reasons for enrollment of children, (2) degree of parent involvement, (3) parents' perception of the help given their child and family, and (4) parents' suggestions for improving the program. Based on the reported statistics, it is concluded that (1) many parents did not seek to inform themselves about the goals of the program, (2) parental involvement in center activities tended to be minimal and moderate, and (3) parents' evaluation of the program was very positive. Although it is apparent that the Head Start centers have established good rapport with the parents of the community, the results of this survey suggest the need for more thorough and effective techniques of information dissemination and of securing parental involvement in the program activities.

Index codes 1 15 81

134 Beneville, Marcia Bromfield Susan.
Integrated Educational Opportunities for Head Start Children With Special Needs.
Dissertation Abstracts International, 1979, 40(5):2586-A.
HS200611

The integration of handicapped children into Head Start programs was investigated via observation of 66 Head Start programs in 1973 and 1974. On the basis of observation, interviews, records review, and discussions, a conceptual framework or integration was developed. Three dimensions of integration were formulated: adult initiated opportunities for integration, labeled child initiations, and nonlabeled child initiations. Program characteristics associated with three categories of integration were recorded. Greater degrees of integration appear more likely to be associated with a social emotional emphasis in the curriculum, with greater parental involvement, and with relatively positive staff and parental attitudes.

Index codes 1 8 13 15 81

135 Bennett, Laverne Richardson.
Northwestern State University of Louisiana.
A Study of the Effects of A Two-Year Follow Through Program on the Academic Achievement of Second Grade Pupils.
Dissertation Abstracts International, 1971, 32(5):Section A, 2295.
HS200589

The effectiveness of the Follow Through Program in helping disadvantaged second graders to retain the gains achieved under Project Head Start was studied. The program's effects on reducing absenteeism among participants was also examined. SS were black and white children who participated in a 2 year program and who were compared with a similar group who also attended a 9 month Title I, ESEA kindergarten program but who did not receive the Follow Through services. Achievement pretest and posttest mean scores for the SS were measured on the Metropolitan Readiness Test and the Stanford Achievement Test. Results showed significantly better achievement by the Follow Through pupils, as well as greater academic gains during the school year. Black SS made higher posttest scores and academic gains than whites. White controls began the year and ended the year with higher achievement mean scores than black controls. Females had higher achievement mean scores on both pretest and posttest than males. Finally, Follow Through SS had a statistically significant lower proportion of absences, a condition which was caused by the accumulation of fewer absences by the black experimental SS.

Index codes 1 10 21 19 81

136 Benson, Gerald P.; Kuipers, Judith L.
Personality Correlates of Intellectual Performance Among Head Start Children.
16p.
1974. ED097121

This study investigated the association between personality traits and the intellectual performance of Head Start children. A total of 90 economically disadvantaged Anglo and Mexican American children from six Head Start classrooms were administered the Preschool Inventory (PSI) to obtain a measure of intellectual development. Each child was also independently rated on the Classroom Behavior Scales by a college student and teacher. It was hypothesized that: (1) scores on the PSI would correlate positively with ratings on extraversion, task orientation, general adjustment, and peer adjustment; (2) PSI scores would correlate negatively with ratings on introversion and distractibility; and (3) no correlation would exist between ratings on either hostility and/or consideration of others and the PSI. Results confirmed each of these hypotheses. The results are in accord with current developmental theories which view the child as an active seeker of cognitive stimulation who interacts on his environment. Implications of the study suggest that preschool curriculum experiences should require self-initiating, exploratory, persistent, and independent activity on the part of the child.

Index codes 1 16 21 83

137 Bentler, Peter M.; Woodward, J. Arthur.
A Head Start Reevaluation: Positive Effects Are Not Yet Demonstrable.
Evaluation Quarterly, 1978, 2(3):493-510.
EJ186191

The Head Start data analyzed by Magidson (1977) were reanalyzed using Joreskog's (1976) LISREL computer program methodology. The hypothesis that the Head Start program produced zero effects on the cognitive abilities of its participants were evaluated by several Chi Square tests. In all cases, the null hypothesis could not be rejected.

Index codes 1 21 81

138 Bereiter, Carl; Engelmann, Siegfried.
Teaching Disadvantaged Children in the Preschool.
Englewood Cliffs, New Jersey: Prentice-Hall; 1966.
HS100805

Teaching methods and curricula for compensatory preschool education which have been are are being tried in about 14 different classes for disadvantaged children around the country are presented. The need for a new kind of preschool for disadvantged children is indicated. Attention is given to cultural deprivation as language deprivation, academic objectives for the preschool and an approach to achieving them, management of the preschool, basic teaching strategies, and language as a teaching instrument. Specific teaching suggestions are included in the presentation of the following aspects of the preschool program: the beginning language program, advanced language, music, arithmetic, and the reading program. The emphasis, material covered, and teaching procedures for each of these program components are explaiend in detail.

Index codes 3 13 83

139 Bereiter, Carl; Kurland, Midian.
A Constructive Look at Follow Through Results.
Interchange on Educational Policy, 1981-82, 12(1):1-22.
EJ249317

Follow Through is a large compensatory education program that operated in scores of communities across the United States throughout the Seventies. This study was conducted in an attempt to obtain a more definitive answer to whether different educational approaches actually lead to different achievement outcomes.

Index codes 1 10 21 81

140 Bergel, Reinhard R.
Motor Performance Abilities and Perceptual Motor Functions of Four and Five Year Old Project Head Start and Non-Project Head Start Preschool Children: A Factor Analytic Study.
Dissertation Abstracts International, 1978, 38(8-B):3625.
HS200668

This study was designed to determine the factor structure of motor abilities and perceptual motor functions of 4 and 5 year old children enrolled in Project Head Start and non-Project Head Start preschool programs in the San Francisco Bay Area and to compare the factor structures of these four groups. Motor abilities and perceptual motor functions were measured by a series of performance tests. The participants were four groups of equal size, 50 children in each of the four groups. The analytic strategem included 2 Principal Component solutions (Incomplete Principal Components, Rao's Canonical Component) and Alpha Factor Analysis. These three initial solutions were rotated orthogonally and obliquely. The results of the factor analyses disclosed a well defined factor structure of motor abilities and anthropometric measurements both in the Head Start and non-Head Start children at both age levels.

Index codes 81 1 5

141 Berger, Stanley I.
Development of Appropriate Evaluation Techniques for Screening Children in a Head Start Program. A Pilot Project.
13p.
1968. ED015006

The purposes of this pilot project were (1) to attempt to evaluate the effect of the local program on both individual children and the group and (2) to investigate the sensitivity of the test instruments employed in evaluating such a program. Sixty-one children were enrolled in the local Head Start program and were administered the Stanford-Binet, Leiter International, Raven Progressive Matrices, and Peabody Picture Vocabulary Tests. In addition, 20 children, selected at ramdom from the group, were tested both before and after the program. Results indicate (1) statistically significant improvement in performance for the 20 children, (2) significant correlations among the various test scores of the total group, and (3) particular sensitivity of the Leiter and Peabody tests in reflecting changes in functioning. Implications of the study for future Head Start programs and also for further research with culturally deprived children were discussed.

Index codes 1 17 23 24 83

142 Berk, Laura E.
Effects of Variations in the Nursery School Setting on Environmental Constraints and Children's Modes of Adaptation.
Child Development, 1971, 42(3):839-869.
EJ045455

Thirty-six pairs of 4-year-olds played a game which required cooperative interaction in order to get prizes. Subjects were highly responsive to the cue of limited reward and relatively insensitive to the necessity of mutual assistance and the possibility of sharing by taking turns.

Index codes 1 12 13 19 82

143 Berk, Laura E.
Illinois State University. Normal, Illinois.
An Analysis of Activities in Preschool Settings. Final Report.
297p.
1973. ED099131

This research was aimed at an analysis of classroom activities which make up educational programs for young children. Its broad purpose was to analyze systematically and to make comparisons among six preschool programs in order to describe the patterns of activity settings used; the objectives activity settings were designed to teach from the point of view of their designers, classroom teachers; and the social behaviors of teachers and children which are shaped and molded by the requirements of settings and which have not necessarily been planned for or recognized by teachers. The six preschool settings used for the study include a Montessori nursery school, a Head Start program, two laboratory nursery school classrooms, a franchise day care center, and a community day care center. The first section of the report contains discussion of related research, a theoretical model, the six preschool classrooms, and the research procedures. The presentation of the results comprises the rest of the report. The findings are divided into three parts: a quantified picture of six classrooms in terms of activity characteristics and social interaction; an exploration of the relations between the activity and social interaction values; and an examination of the relationship of the personal characteristics of the children to activity participation and social interaction.

Index codes 1 13 19 83

144 Berk, Laura E.
How Well Do Classroom Practices Reflect Teacher Goals.
Young Children, 1976, 32(1):64-81.
EJ151813

A comparative study of the activity environments of five early childhood programs differing in curricular emphasis and population served: a franchise day care, a Head Start program, a Montessori nursery school, a community day care center, and a laboratory nursery school.

Index codes 81 1 13

Berke, Melvyn.
For other entries by this author see Index of Co-authors.

145 Bernal, Ernest M.
Southwest Educational Development Laboratory. Austin, Texas.
Design for a Planned Variation Study of Bilingual-Multicultural Education.
367p.
1974. HS200856

A four-phase twelve-year planned variation study of bilingual-multicultural education was developed by the Southwest Eductional Development Laboratory. Five specified environments were chosen, with Spanish as the target language. The four models used were audiolingual, immersion, eclectic, and child-centered. Phases used were participant selection, development, refinement, and application. Separate chapters are devoted to community involvement, project research and evaluation, and diffusion and utilization strategies. A bibliography is included.

Index codes 82 1 25 13 6

Berrueta-Clement, John.
For other entries by this author see Index of Co-authors.

146 Berzonsky, Michael; Reidford, Philip.
Field Test of An Academically Oriented Preschool Curriculum.
9p.
1967. ED015839

To support the premise that early education reduces environmental deprivation and to substantiate proposals advanced by Bereiter and Englemann in "Teaching Disadvantaged Children in Preschool," an experiment was conducted in a Headstart setting. Two classes, each of 24 children ranging in age from 3-8 to 5-7, attended preschool classes for two and on-half hours daily at the McKinley school in York, Pennsylvania. Instructional content, teaching strategies, and preschool management procedures followed the program which Bereiter and Englemann outlined in their book. The children were also instructed in language, reading, and arithmetic for an hour each day for 6 months. The Stanford-Binet Intelligence Test was given during a 2-week post-test period. A year later two subtests of the Illinois Test of Psycholinguistic Abilities, automatic and auditory vocal association, were given to 38 of the 48 children who then had 8 months of preschool experience, 2 months of summer experience, and 1 month of kindergarten experience. Results indicated that long-term exposure to the Bereiter-Englemann preschool curriculum increased intelligence quotient levels and stimulated development in reasoning ability, language facility, and understanding. This paper was presented at the American Educational Research Association Conference (New York, February 18, 1967).

Index codes 81 1 13 24

147 Bickham, Evelyn P.
A Study of the Effects of Project Head Start on First Year Achievement.
Dissertation Abstracts International, 1968, 28(9-A):3543.
HS100040

This evaluation of the effects of Head Start on school achievement first matched pairs of Head Start and non-Head Start children in terms of their readiness (Metropolitan Readiness Test was used) and then both groups were given the Metropolitan Achievement Test at the end of the first full year.

Index codes 1 21 83

148 Bickley, Marion Thorton.
A Comparison of Differences in Selected Educational Characteristics Among Culturally Disadvantaged Children Who Attended Project Head Start, and Children Who Are not Culturally Disadvantaged as They Relate to Reading Achievement in Grade One.
Dissertation Abstracts International, 1968, 29(4-A):1032.
HS100041
This study investigates differences in selected characteristics during the second school year (grade 1) in children who attended Head Start (summer, 1965) and determines their relationship to reading achievement.

Index codes 1 22 83

149 Bidwell, Dwight R.
The Effects of Selected Physical Education Activities on the Development of Head Start Children.
Dissertation Abstracts International, 1971, 31(07-A):3315.
HS200042
The study investigated the effect of physical education activities compared to periods of free play on the development of four and five year old boys and girls, analyzing the results by age and sex.

Index codes 1 13 83

Binstock, Eleanor.
For other entries by this author see Index of Co-authors.

150 Birch, Herbert.
Research Issues in Child Health IV: Some Philosophic and Methodologic Issues.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100824
Four groups of research issues are raised: 1) how the current health status of preschool children can be meaningfully assessed; 2) what are the important antecedent events in the history of a preschool child which may not affect his measurable status but may determine his future function; 3) what are the interrelations among nutrition, the central nervous system, and the mental processes of learning, and 4) which events may have no effect in some circumstances, but important and lasting effects on children in other circumstances. Several examples are presented to illustrate the issues, including conditions of risk such as anemia, low birth weight, and malnutrition. It is stressed that malnutrition and other conditions of health represent inter-generational problems.

Index codes 82 2 5

151 Birchfield, Marilyn.
Head Start Offers Expanded Role for the School Nurse.
Nursing Forum, 1973, 12(4):353-363.
HS200043
This article describes the problems confronted and methods used by a nurse in a Head Start program.

Index codes 3 5 12 82

152 Bissell, Joan S.
National Institute of Child Health and Human Development (NIH).
Implementation of Planned Variation in Head Start. I. Review and Summary of the Stanford Research Institute Interim Report: First Year of Evaluation.
51p.
1971. ED052845

This pamphlet summarizes the interim report of the Head Start Planned Variation Study although information from other sources is included. During the pilot phase (1969-1970) eight distinct approaches to preschool education were analyzed with regard to the nature and extent of implementation of early education models and program effects. The first group of findings deals with differences in ease of implementation in new locations and with external factors which facilitate implementation. The second group concerns the nature of experiences provided to children by preschools based on different educational philosophies and methods. The third set of findings concerns the effects of preschool programs on children and their families. The preliminary and tentative nature of all of these findings is stressed because they are based on only the first year of a 3-year program of evaluation.

Index codes 1 13 7 12 21 84

153 Bissell, Joan S.
Department of Health, Education, and Welfare. Washington, D.C.
Planned Variation in Head Start and Follow Through.
72p.
1972. ED069355

The programs of Planned Variation in Head Start and Follow Through are described in regard to their history, the models of early childhood education included in each, and the results found in the first major evaluations of the programs. Results from the studies are tentative but appear to provide milestones in understanding the relationships between school experiences and children's growth. Among the major findings are the following: (1) Participants made greater gains in achievement and cognitive development during the school year than did non-participant children; (2) Examining academic achievement and cognitive and attitudinal growth suggested an equality of effects of well-implemented educational programs; (3) Difference among Planned Variation approaches suggested a specificity of effects such that programs with specific objectives and strategies to achieve them were more effective in achieving the objectives than were other programs; and (4) Approaches differed in actual practice in accordance with their published descriptions. Future evaluations of the two programs will describe effects of different educational approaches after children have participated in them continuously for several years.

Index codes 1 13 10 21 19 84

Bissell, Joan S.
For other entries by this author see Index of Co-authors.

154 Bittner, Marguerite L.; et al.
Southern Illinois University. East St. Louis, Illinois.
An Evaluation of the Preschool Readiness Centers Program in East St. Louis, Illinois, July 1, 1967-June 30, 1968. Final Report. 99p.
1968. ED023472

Five groups of children were tested, and their test performances were compared. Experimental Group One (X-1) consisted of 105 children who had attended a yearlong perschool readiness center program. Experimental Group Two (X-2) consisted of 93 children who had attended a Summer Head Start program. Control Groups One and Two (C-1 and C-2) consisted of 79 low income children with no preschool training. Control Group Three (C-3) consisted of 59 middle income children with no preschool experience. All preschool children were tested upon entry into their particular program by means of the Peabody Picture Vocabulary Test, the preschool inventory, and the California Test of Personality. All children were tested upon entry into the first grade by means of the above three measures plus the Metropolitan Readiness Test. In May 1968, during the end of their first-grade year, all children were administered the metropolitan achievement test (MAT). A comparison of these results showed that upon entry into the first grade, Group X-1 performed the best of all groups on the four measures, with Group C-3 second best. Group C-3 scored significantly better than all other groups on the MAT, Group X-1 not performing significantly better than X-2, C-1, and C-2. Thus, Group X-1's initial superior performance was not sustained over the first year of school. It was discovered that children whose parents did not participate in the programs demonstrated the poorest test performances.

Index codes 1 16 21 81

155 Bittner, Marguerite L.; et al.
Southern Illinois University. East St. Louis, Illinois.
An Evaluation of the Preschool Readiness Centers Program in East St. Louis, Illinois. July 1, 1968-June 30, 1969. Final Report. 115p.
1969. ED034585

Objectives of this study were (1) to determine the effect of preschool experience on the personal and social adjustment and school readiness and achievement of the deprived child, (2) to determine what combination of age at intervention and treatment intensity was most effective, and (3) to assess the effects of parent involvement on the child's academic performance. Phase I tested children in the Preschool Readiness Program, Summer Head Start children, low income children without preschool experience, and middle income children who entered first grade in September, 1967. Phase II consisted of experimental and control groups who entered first grade in September 1968. Results of the Metropolitan Reading Readiness Test and the Peabody Picture Vocabulary Test showed that disadvantaged children who participated in the preschool readiness program were better prepared to compete with children without such experience. This was confirmed for both Phase I and Phase II, and both phases made significant gains on the PPVT. Phase I children made significant gains on the MRT, but middle income children scored highest in Phase II. There was no significant change in personal adjustment. Children whose parents were actively involved showed greater achievement.

Index codes 1 12 15 19 21 81

156 Blacher-Dixon, Jan.
North Carolina University. Chapel Hill, North Carolina.
Preschool Mainstreaming: Current State of the Art.
25p.
1979. ED171087

Teachers in 22 First Chance Projects and 110 Head Start Projects responded to a survey focusing on defining preschool mainstreaming, characteristics and social interaction of handicapped and nonhandicapped children, teacher attitudes toward mainstreaming, teacher preparation for mainstreaming, and parent involvement. Results showed that there are basically two types of mainstreaming, the traditional (integration of handicapped children into preschool classrooms originally for nonhandicapped children, as in Head Start and the reverse, as in First Chance. Findings further indicated that there is a high degree of clarity about what constitutes mainstreaming at the preschool level. With regard to social interaction, both groups (handicapped and nonhandicapped) had friends in both groups, and nonhandicapped children rarely ignored their handicapped peers. All respondents strongly agreed that parental involvement is a key to successful mainstreaming and found that they had enough time to meet the needs of the parents.

Index codes 1 8 12 15 16 81

157 Blacher-Dixon, Jan; Turnbull, Ann P.
Preschool Mainstreaming: Definitions, Rationale, and Implementation.
Education Unlimited, 1979, 1(1):16-22.
EJ204843

The analysis of preschool mainstreaming focuses on theoretical amibiguities, research gaps, interpretatios, and procedures. Varied legal, professional, and educational definitions and interpretations are cited, and responses to a survey regarding the definition of mainstreaming completed by 47 Head Start project coordinators are analyzed.

Index codes 3 3 20 81

158 Blazer, John A.
Psychological Testing in a Head Start Program.
Training School Bulletin, 1968, 65(2):65-70.
HS100044

This is the report of results from psychological testing of 50 children from a Head Start program indicating common problems found among such a group and emphasizing the importance of early detection.

Index codes 1 5 82

Blum, A. H.
Blumenfeld, Phyllis.
Blumenthal, Janet, B.
For other entries by these authors see Index of Co-authors.

159 Bobowski, Rita Cipalla.
Federal Funds.
American Education, 1977, 13(2):27-28.
EJ163357

The 1967 Amendments to the Economic Opportunity Act of 1964 provided for the establishment of Follow Through, a program that literally "followed through" on the educational gains made by children in preschool programs, particularly Head Start. Describes the characteristics of Follow Through and its variety of approaches as it was implemented by different states.

Index codes 3 10 81

Bock, Geoffrey.
For other entries by this author see Index of Co-authors.

160 Boercker, Marguerite J.
The Effect of an Eight-Week Head Start Program on Reaching Achievement as Measured at the End of First Grade.
Dissertation Abstracts International, 1969, 30(5-A):1907.
HS100045

The study compared the reading achievement of first grade students who had attended Head Start in Scott City, Kentucky, with the achievement of non-Head Start children. The study also identified characteristics such as socio-economic status, and mental age of the Head Start children.

Index codes 1 22 83

161 Boercker, Marguerite; Ramsey, Wallace.
The Influence of a Head Start Program on Reading Achievement.
14p.
1967. ED012685

A study of the effects of attending an 8-week Head Start program during the summer prior to the first grade on the first-grade reading achievement of 152 pupils in Scott County, Kentucky, indicated a need for a classroom continuation of the experience approach in reading methods. At the opening of the school year, the Head Start pupils were mixed in 15 first-grade rooms. Some teachers used a synthetic, and some an analytic, approach to reading. The Metropolitan Readiness Test was given in October, the California Test of Mental Ability in December, and the Stanford Achievement Test in May. Occupations of parents were categorized by use of the socioeconomic scale of occupations devised by A. M. Edwards. A straight and unequated comparison of the reading scores of the two groups revealed no significant difference in achievement. Evidently, the Head Start Program achieved success in preparing children for academic learning. Some radical approach to teaching reading to children whose normal dialect is nonstandard English is needed. Substantial further experimentation and study are necessary for Head Start to achieve its full promise. Correlations on five variables substantiate the study. A summary of findings is included and references are given. This paper was presented at the International Reading Association Annual Convention (12th, Seattle, May 4-6, 1967).

Index codes 1 22 23 81

162 Bogan, Margaret N.
Curriculum Priorities for Head Start Supplementary Training.
Dissertation Abstracts International, 1970, 31(5-A):2243.
HS200046

To implement future program development for the Arizona Head Start Supplementary Training program, a curriculum instruction model was formulated by combining the analysis of the literature with the program characteristics. The semantic model established priorities for selecting content and instructional strategies for Supplementary Training program development. Validation of the model's effectiveness as a tool for program development involved application of the model priorities to the designing of a course in teaching English as a second language to Navajo preschool children. Because the major objective of the course was to increase the effectiveness of teachers and aides in teaching English to Navajo children, the evaluation was based on the observation of behavioral change. The history and status of the program are described along with the characteristics of the population concerned, the objectives of the program, and unique curriculum and instruction problems. The review of the literature analyzed material relevant to curriculum-instruction theory, the selection of content and instructional strategies for adult higher education, and the psychology of adult learning. The appendix lists the questions used in interviews with original Supplementary Training participants.

Index codes 83 1 12 25 13

163 Bogdan, Robert.
National Policy and Situated Meaning: The Case of Head Start and the Handicapped.
American Journal of Orthopsychiatry, 1976, 46(2):229-235.
HS200047

This paper discusses the effect of legislation requiring Head Start programs to increase the number of handicapped children to ten percent of those served. Using an interactionist perspective and participant observation data from 30 programs the process by which official rates of deviance are produced, and the manner in which mandates from the national level alter situated meaning are examined. Implications for theory and policy are suggested.

Index codes 3 8 82

164 Bogdan, Robert.
Head Start and the Handicapped: What Are the Facts.
Social Work, 1976, 21(4):329.
EJ144358

The author used participant observation techniques to determine what the 1972 Congressional affirmative action mandate meant to Head Start personnel, and what happened as a result of the mandate. The author's findings variously contradict or explain the results of a survey conducted in 1973 by the Office of Child Development.

Index codes 3 8 12 81

165 Boger, Robert P.
Sub-Cultural Group Membership and Attitudes of Head Start Teachers.
Disertation Abstracts International, 1966, 27(7-A):2062.
HS200048
This study sought to determine whether or not potential Head Start staff from different ethnic subcultural backgrounds varied in attitudes reflecting acceptance of, desirability of, background of, and concern about behaviors of children similar to those they would be teaching in Project Head Start.

Index codes 1 12 83

166 Boger, Robert P.; Ambron, Sueann R.
Subpopulational Profiling of the Psychoeducational Dimensions of Disadvantaged Preschool Children.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100832
This paper focuses on a model for profiling psycho-educational dimensions for subpopulations of disadvantaged preschool children. The three parts of the model are composed of subpopulations of the disadvantaged, psycho-educational dimensions of the child, and process variables of the child's environments. Subpopulation variables include cultural group, rural or urban locale, geographic area, social class, and sex. Psycho-educational dimensions are general intelligence, language skill, conceptual ability, motivation, and self-concept. The process variables include child-rearing practices, reinforcement patterns, parental expectation, language patterns, family composition, stability, mobility, and the physical surroundings of the home. The model emphasizes structures and processes over time within the early life of children that are unique to subcultural groups, observable and profitable as a matrix of interacting process variables that mold the psycho-educational dimensions measurable at any point in the life of the individual. Profiling a child on these dimensions should provide information about his readiness level and an appropriate direction for formal educational experiences.

Index codes 82 2 21 16

Boger, Robert P.
For other entries by this author see Index of Co-authors.

167 Bolliger, Linda K.
Superstar.
Reporter, 1981, 6(1):13-15.
HS200791
The author calls Head Start a superstar of social programs, because of its popularity and success. Highlights of Head Start's history are presented.

Index codes 82 2 20

Bolus, Roger.
For other entries by this author see Index of Co-authors.

168 Bonkowski, Robert J.
Mental Health Consultation and Operation Head Start.
American Psychologist, 1968, 23(10):769-773.
HS100049

This report presents findings based on data obtained during the prospective phase of the study of employee mobility in Head Start programs. Conclusions were tenuous. The extent and causes of mobility are discussed, both from the view point of Head Start employee and the organizations employing them.

Index codes 1 12 82

169 Bonmarito, James; Johnson, Orval G.
Southern Illinois University. Edwardsville, Illinois.
A Study of a Measurement Resource in Child Research, Project Head Start.
152p.
1968. ED020790

Measures of child behavior and characteristics, not yet published as separate entities, were collected through a page-by-page search of issues of 46 journals (listed in Appendix A) published during the period of January 1965 to December 1965 and 50 relevant books. Correspondence with researchers and authors of measures yielded additional measurement resources. As presented in the report, the measures were grouped into six kinds, (1) development, academic aptitude, and achievement, (2) personality, (3) attitudes, (4) social interaction and skills, (5) perceptual skills, and (6) miscellaneous. The listing for each test included its name, the author, the age of the population for whom it was designed, the general area of interest, the type of measure, and the source from which a copy of the measure might be obtained. A description of the measure (often quoting its author) included sample items and an outline of the administrative and scoring procedures. When available, reliability and validity data were briefly summarized. A bibliographical reference was provided for each measure.

Index codes 2 16 21 81

170

Boone, Young and Associates, Inc. New York.
Evaluation of Head Start/EPSDT Collaborative Effort. Revised Interim Report.
391p.
1976. ED122967

This document contains an interim report on the Head Start/Medicaid Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Collaborative Effort, a demonstration program that was initiated by the Office of Child Development in 1974. The report is primarily a presentation of the data collected from February 1975 to June 30, 1975, concerning six aspects of the Head Start/EPSDT Collaborative Effort during its first year: (1) Medicaid status of children participating in EPSDT, (2) previous health care status of participating children, (3) organization and operation of EPSDT components in the selected Head Start projects, (4) interactions between Head Start selected projects and the state and local agencies responsible for the provision and administration of EPSDT services in the target states, (5) characteristics of the state EPSDT plans and their operations in the target states, and (6) technical support provided and additional need for technical assistance. Information pertaining to medical services and service evaluation is not included. A tentative statement of findings on each of these aspects has been included, but the primary emphasis in this interim report is on the presentation of data in tabular form.

Index codes 1 5 12 83

171

Boone, Young and Associates, Inc. New York.
Head Start/EPSDT Collaboration Evaluation. Final Report. Appendices.
1976. HS200834

These appendices include tables from the Interim Report, the data processing overview and support material, and the profile on IMPD projects.

Index codes 82 1 20 5 14

172

Boone, Young and Associates, Inc. New York.
Head Start/EPSDT Collaboration Evaluation. Revised Final Report
463p.
1976. ED133070

This is the final report on the first year evaluation of the Head Start/Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Collaborative Effort, a demonstration program that was initiated by the Office of Child Development OCD/HEW in 1974. In initiating the program, OCD/HEW set forth the following objectives: (1) to assess the benefits in terms of increased services for both Head Start and non-Head Start children and to establish the dollar value of these services; (2) to determine any barriers which prevent the Head Start program from making maximum use of Medicaid, EPSDT to pay for required health services provided to Medicaid eligible children in local programs; and (3) to analyze long-term program and policy issues concerning Head Start services to young children as a basis for improving those services in Head Start/Medicaid EPSDT. This detailed report presents and analyzes data collected during the first year of the program and also sets forth key policy considerations based on study findings. Included are charts and tables.

Index codes 1 20 5 14 82

173

Boone, Young and Associates, Inc. New York.
Head Start/EPSDT Collaboration Evaluation: Final Report. Executive Summary.
29p.
1976. ED134309

This is the executive summary of the final report on the first year evaluation of the Head Start/Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Collaborative Effort, a demonstration program initiated by the Office of Child Development (OCD)/HEW in 1974. In initiating the program, OCD/HEW set forth the following objectives: (1) to assess the benefits in terms of incrased services for both Head Start and non-Head Start children and to establish the dollar value of these services; (2) to determine any barriers which prevent the Head Start program from making maximum use of Medicaid/EPSDT to pay for required health services provided to Medicaid eligible children in local programs; (3) to analyze long-term program and policy issues concerning Head Start services to young children as a basis for improving those services in Head Start/Medicaid EPSDT. This executive summary presents major findings and issues of the study that may be pertinent to the interest of OCD policymakers and program administrators, as well as others concerned with quality child development and health services.
Principal Authors: Georgia McMurray; Robert Sims.

Index codes 1 20 14 5 82

174

Boone, Young and Associates, Inc. New York.
Head Start/EPSDT Collaboration Evaluation. Non-Technical Report.
204p.
1976. ED133069

This is a non-technical report based on the final report of the first year evaluation of the Head Start/Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Collaborative Effort, a demonstration program initiated by the Office of Child Development (OCD)/HEW in 1974. The report presents and analyzes data collected during the first year of the program, sets forth key policy considerations based on study findings, and seeks to provide direction for policy and program planning. Section I presents a summary of the major findings by specific issue area. Section II presents background information on the EPSDT and Head Start Programs and the collaborative effort. Section III describes the study methodology employed in the evaluation. Section IV discusses the organization and operation of the Head Start/EPSDT Collaborative Effort. Section V examines Medicaid certification results and reviews prior health care status of participating children. Section VI analyzes the provision of health services during the first year of the collaborative effort. Section VII offers an analysis of the state EPSDT plans and compares these to the Head Start Program Performance Standards. Section VIII cites the technical assistance needs of the projects. Section IX provides cost utilization factors related to the collaborative effort. This report is to be circulated to Head Start projects and interested agencies to provide them with background information for administering and improving health services to low-income preschool children.
Principal Authors: Georgia McMurray; Robert Sims.

Index codes 1 5 12 20 14 81

175

Booz, Allen and Hamilton, Inc. Washington, D.C.
Salary Compensation Survey of Head Start Programs.
45p.
1973. HS200490

To provide the Office of Child Development with comparative salary data for professional and nonprofessional preschool classroom personnel and to make recommendations about the development of a salary program for Head Start classroom personnel, information was collected from Head Start programs and from competitive organizations in the labor market. Each organization surveyed received a program questionnaire and a position questionnaire. Other sources of salary information were also used. Data analysis techniques; program variables related to salary differences, such as organization, ownership, urbanization, and geographic variables; and position variables related to salary differences, such as levels of qualification and levels of responsibility, are described. Head Start salaries are compared with competitive salaries on both a nationwide and geographic area basis. Also discussed are how the salary data collected in the survey can be used to develop a competitive and equitable salary program for Head Start and how the overall cost of implementation can be determined. The appendices list salaries of types of child care programs by geographic region and Head Start salaries and competitive salaries by level of qualification and geographic region, and contain the questionnaires used in the study and a glossary of terms used in the report.

Index codes 1 12 14 84

176
Booz, Allen and Hamilton, Inc. Washington, D.C.
Prospective Study of Employee Mobility in Head Start Programs. Final Report.
127p.
1974. ED095264

This report presents findings based on data obtained during the prospective phase of the study of employee mobility in Head Start programs. Problems were encountered in the study, making the projection of conclusions regarding the extent of mobility in Head Start programs quite tenuous. The extent of mobility reported and the causes of mobility from the viewpoint of Head Start employees and of the organizations employing them are discussed, with supporting data from questionnaire responses. Recommendations for future data collection from Head Start organizations are made, based on the experience gained from this study. The questionnaires used are included.

Index codes 1 12 84

177
Booz Allen and Hamilton, Inc. Washington, D. C.
Retrospective Study of Employee Mobility in Head Start Programs. Draft of Final Report.
314p.
1973. ED095265

This report presents the findings from a survey to determine the extent, causes, and import of Head Start employee mobility. The findings are based on data from 56 responding programs out of a sample of 70 selected from a population of 863 full-year Head Start programs listed in a 1971 Office of Economic Opportunities inventory. The study in its recommendations and findings tried to answer three broad questions: How much movement is there in turns of turnover and promotions?; What causal factors can be linked with the mobility patterns?; What amount of impact does turnover have upon Head Start programs? The study was administered through the use of various questionnaires (current employee and former employee questionnarires, project data questionnaire) and subsequent followup interviews. One-fourth of the document deals with the studies, findings, and recommendations, while one-half is devoted to four appendixes on glossary terms, questionnaires and study guides used, methodology used, a review of the literature concerning employee turnover, and detailed mobility rates for each Head Start organization.

Index codes 1 12 83

Borbom, Dag.
For other entries by this author see Index of Co-authors.

178 Borden, Juliet P.; et al.
Head Start Can Contribute to Reading.
Elementary English, 1974, 51(6):874-6.
EJ104089

First grade students participating in a year-long Head Start Follow Through Program achieved significantly higher reading scores than former Head Start students not given the Follow Through Program.

Index codes 82 1 22 10

180 Borden, Juliet P.; et al.
Extended Positive Effects of a Comprehensive Head Start - Follow Through Program Sequences on Academic Performance of Rural Disadvantaged Students.
Journal of Negro Education, 1975, 44(2):149-160.
EJ118524

A comparison is made of the academic progress of rural disadvantaged children who attended two types of Head Start programs and also participated in a reinforceing Follow Through program for two years with that of non-Head Start students of similar backgrounds who were also enrolled in the Follow Through program. The data suggest that structured, long term Head Start experiences, coupled with a Follow Through program which continuously builds on these experiences, can make a significant difference in the achievement of disadvantaged rural children in their later school work.

Index codes 1 10 11 21 82

181 Bornstein, Philip H.; Quevillon, Randal P.
The Effects of a Self-Instructional Package on Overactive Preschool Boys.
Journal of Applied Behavioral Analysis, 1976, 9(2):179-188.
HS200051

In this study the effects of a self-instructional package on three overactive preschool boys were investigated using a multiple-baseline design across subjects. The subjects were enrolled in one Head Start classroom.

Index codes 1 8 13 82

182

Boston University. Head Start Evaluation and Research Center.
Boston, Mass.
Report D-I, Language Project: The Effects of A Teacher Developed Pre-School Language Training Program on First Grade Reading Achievement.
7p.
1967. ED022563

Thirty-five Head Start children received special instruction in various language skills. A control group consisted of 25 Head Start children. The purpose of this study was to determine the effects of this special teacher-developed language readiness curriculum on the grade one reading achievement when compared to the achievement of the control group, which received no special program. The three teachers of the experimental classes attended workshop sessions provided by curriculum experts and received special classroom materials and classroom visits from the experts, who presented relevant demonstrations. All children were administered the Murphy Durrell Reading Readiness Analysis during the beginning and end of the Summer Head Start session. They are to be tested again after one semester of first grade. At the time of the writing of this report, that final testing had not been given, but the results of the pretest and posttest from the Head Start session showed the experimental classes to have made greater gains in language skills than the control group.
Principal Author: Sandra Alexanian.

Index codes 1 13 23 83

183
Boston University. Head Start Evaluation and Research Center.
Boston, Mass.
Report D-II, Training for Number Concept.
9p.
1967. ED022564

In a program to facilitate the emergence of number conservation in preschool children, 45 middle class children and 64 Head Start and Title I children were trained to deal with perceptual confusions so that they could utilize this understanding to disregard irrelevant changes, such as spatial rearrangement, and thereby become aware of conservation of quantity. The children ranged in age from four to nine. The children were trained and tested under two experimental treatments for each of two conditions. In each age group, the children were categorized, on the basis of pretesting, as (1) conservers (who would receive no training), (2) nonconservers and transitional conservers (who would receive training), and (3) untestable. Incomplete data analysis indicated that middle class 7- and 8-year-olds were much better conservers, before training, than their Head Start peers. Both groups of children, however, at all ages, appeared to benefit greatly from the training sessions and were facilitated thereby in learning number conservation.
Principal Author: A. H. Blum.

Index codes 1 21 81

184
Boston University. Head Start Evaluation and Research Center.
Boston, Mass.
Report E-II, Teacher Seminar.
5p.
1967. ED022567

Eight Head Start teachers were asked to be consultants in an assessment of the Head Start program and their role in it. The teachers met with a seminar leader from the Evaluation and Research Center at Boston University for seven consecutive 2-hour taped sessions. The topics for discussion included (1) the administrative structure of the agency in which they worked, (2) teacher training prior to working and inservice training, (3) supervision and support given to teachers, (4) conditions under which teachers work and the anxieties generated by them, (5) the gap between the needs of the children and the type of program offered, and (6) the public schools and the lack of communication with them. Some of the specific points made by the Head Start teachers in the seminar were as follows: (1) there exist serious inadequacies in the administration of Head Start programs, (2) job security is unsatisfactory, (3) more knowledge or training is necessary concerning the unique problems of Head Start children, and (4) the Head Start curriculum is often very unsatisfactory.
Principal Author: Sandra Alexanian.

Index codes 3 12 13 81

185

Boston Univ. Head Start Evaluation and Research Center. Boston, Massachusetts.
Report of 1967-68 Evaluation Program.
21p.
1969. HS100467

The Boston Head Start program participated in the 1967-68 national evaluation of Head Start. This report discusses issues, decisions, conflicts disruptions, and problems affecting Boston's participation in that national evaluation, and points out problems in the national guidelines and evaluation instruments. Discussed are the selection of Head Start Centers and classes; staffing, training, and quality control; sample attrition; parental and community consent and participation; the Classroom Behavior Scale--Boston University-Syracuse Cluster Instrument; and O.S.C.I. training of Evaluation and Research Center observers. Remarks and a proposal for the 1969-70 national evaluation of Head Start are presented, suggesting changes in emphasis for future evaluations. Principal Author: Frank Garfunkel.

Index codes 2 12 82

186

Boston Univ. Headstart Evaluation and Research Center. Boston, Massachusetts.
Preschool Education and Poverty: The Distance In Between. Final Report of 1968--69 Interventional Program.
49p.
1970. ED046501

An educational intervention program for lower income children was characterized by parent involvement in all stages. Active dialogue between parents, teachers and the Boston University Head Start Evaluation and Research Center (BUER) was considered a primary purpose and encouraged by BUER training, research and service activities. An ethical code evolved which committed university researchers to a non-traditional research program, open to community involvement and criticism. The need for institutional change was perceived as more critical than any particular curricular content, and the program was closely involved with community problems. Program components discussed are: parent involvement in decision making; inservice training; observation and feedback; diagnostic and follow-up work; and development of a new research tool, the Classroom Behavior Form. The complex nature of evaluation is discussed, and the use of I. Q. gains to measure the success of intervention programs is questioned. Political, social, and economic goals of Head Start programs are cited as more important to the needs of the people served than the education per se of young children. Head Start evaluation studies should, therefore, include evaluation of these goals. Principal Author: Frank Garfunkel.

Index codes 2 21 17 15 12 83

187
Boston Univ. Headstart Evaluation and Research Center. Boston, Massachusetts.
Development of a Setting and an Attitude: Disturbance in Head Start.
75p.
1970. ED046139

Presented is the final report of the South End Project of the Boston University Head Start Evaluation and Research Center. In a Head Start community a setting was created to study and service preschool children with emotional and social disturbances from low income homes. During the 3-year project, 112 children were seen, families interviewed, referrals made, special programs developed, and follow-ups initiated. Attention was especially paid to the language used to describe disturbed behavior, the use of alternatives as educational-treatment devices to involve parents and community, the roles of professionals and other workers, and the use of behavioral variation as a conceptual vehicle for facilitating understanding of disturbance. Evidence was presented to support the argument that disturbance has to be studied in particular settings (either created or chosen), and that the findings will be a function of that setting. It is emphasized that, because lower income settings are particularly foreign to middle class researchers, they are very susceptible to bias, and that only after setting-specific connections have been made and understood can generalization be possible. One is warned to be wary of generalizing a problem when it is simply a manifestation of a particular setting.
Principal Author: Frank Garfunkel.

Index codes 1 17 16 13 81

188 Bouchard, Ruth Ann; Mackler, Bernard.
Center for Urban Education. New York.
The Unfolding of a Pre-Kindergarten Program for Four-Year-Olds.
79p.
1966. ED093504

This report provides an in-depth description of an early (1965) Head Start classroom for 4-year-olds in Harlem, New York City. It is based on direct, in-class observation, but standardized tests and interviews were also utilized. The teacher is described in terms of her role in the preschool, and her behavior in interaction with children and parents. Description of the curriculum focuses on the gradual evaluation from unstructured free play to instruction and skill development. Curriculum is discussed according to three major objectives and their related activities: (1) introduction to traditional nursery school experiences, (2) fostering of self-awareness and self acceptance, and (3) promotion of language development. A detailed report of one aspect of the curriculum (use of books) is included for illustration. The discussion of the children focuses on their classroom behavior as they adjust to the preschool environment. Group divisions along sex lines were noted, as well as differences in activities and styles of boys and girls. The importance of individual differences is emphasized. The Harlem children were compared with a sample of economically advantaged children from Maine. Family makeup and home environments are described in four case studies. Finally, parent-teacher and parent-school relationships are discussed, with emphasis on the inadequacy and ineffectiveness of these aspects of the program.

Index codes 1 13 23 16 15 83

189 Bouchard, Ruth A.; Mackler, Bernard.
Center for Urban Education. New York.
A Prekindergarten Program for Four-Year-Olds, With a Review of the Literature on Preschool Education. An Occasional Paper.
54p.
1967. ED026124

In a prekindergarten program in the economically disadvantaged area of harlem, the teacher, curriculum, daily activities, behavior, school, and parents of the 15 enrolled children were studied. Evaluations emphasized the outcomes of learning rather than the social, emotional, and intellectual processes of learning. The following conclusions were reached: (1) nursery school attendance seems to make its greatest contribution in the development of social skills, (2) nursery school seems to help children become more independent and achieve greater emotional maturity, (3) whether or not it accelerates intellectual growth is unclear, and (4) there is some question as to whether development of disadvantaged children is enhanced by nursery school. A review of literature on nursery school, preschool, and project head start is included with data covering the subjects of social, emotional, and cognitive development of children.

Index codes 1 16 21 81

Bouchard, Ruth Ann.
Boulter, Linda K.
For other entries by these authors see Index of Co-authors.

190 Boyd, Joseph L.
Educational Testing Service. Princeton, New Jersey.
Project Head Start--Summer 1966. Final Report. Section Two, Facilities and Resources of Head Start Centers.
63p.
1967. ED018247

This document is Section 2 of a 3-part report by the Educational Testing Service. The "Center Facilities and Resources Inventory" was sent to the directors of 630 Head Start centers. The inventories were to be completed and returned to the service so that information describing the general physical facilities and human and program resources of Head Start centers would be available in an organized and intelligible form. Inventories from 350 centers were ultimately received. The information in these inventories was reorganized so that on any one characteristic, such as "number of workers," a frequency distribution was determined which reflected the numbers of workers in the various centers. This document is composed of many such frequency distribution tables covering the general topical areas of (1) Head Start center physical facilities, (2) Head Start center human resources, and (3) the nature, orientation, and goals of Head Start programs. Presented with the tables is a brief discussion and explanation of the data.

Index codes 1 12 20 84

Boykin, A. Wade.
Bradley, Susie.
For other entries by these authors see Index of Co-authors.

191 Brady, Elizabeth H.
Continuity in Urban Education: A Demonstration.
First National Conference on Urban Education, 1975.
HS200919

The Foundation for Early Childhood Education, whose members are people with extensive experience as Teacher-Directors in Parent Participation Nursery Schools, was the delegate agency for the Head Start sites in this program. The Foundation placed an experienced nursery school teacher in every Head Start site to provide a model for less experienced or less well prepared staff. This was significantly different from Head Start programs where there was no one experienced in teaching young children. Children were recruited from ten Head Start sites of one delegate agency, eight sites in the largest urban school district in Southern California and two in a Los Angeles County area. This report from the Conference indicates that genuine achievements included the emergence over a four year period of co-equal relationships between community people and professionals; an assurance of progress for the education aides and a true sense of development for both professionals and nonprofessionals; and a fostering of continuity of relationships for children and adults.

Index codes 82 1 12 13

192 Brady, Elizabeth H.
Home-School Relations and Continuity.
Theory Into Practice, 1977, 16(1):41-46.
EJ163157

The Head Start Continuation Learning Project involves parents in the public school system as Assistant Teachers, engaging them in both continuing learning and teaching through projects addressing their own needs before asking them to contribute to the achievement of goals that are external.

Index codes 3 12 81

193 Brantley, Betty Conrad.
Effect of a Sibling Tutorial Program on the Language and Number Concept Development of Head Start Children.
Dissertation Abstracts International, 1971, 32(1-A):300.
HS200052

This dissertation investigates the effectiveness of tutoring by elementary school students on the language and number concept development of their Head Start siblings. Tables illustrate test results.

Index codes 1 12 21 83

194 Brazziel, William F.
Connecticut University. Storrs, Connecticut.
Perspective on the Jensen Affair.
6p.
1970. ED040760

In the winter of 1969, the "Harvard Education Review" published an article by Arthur Jensen that suggested that racial and social class IQ differences were primarily due to hereditary factors. From the point of view of the opposition, this report reviews the controversy that ensued, including Jensen's original statements, the critics' rebuttals, and Jensen's defenses. It is pointed out that Jensen's explanations have failed to satisfy critics who have cited erroneous statistical transpositions and selective attention to co-twin studies. It is suggested that the whole affair be forgotten and attention turned towards improving the conditions of the poor and providing quality education for all.

Index codes 81 3 12

195 Brickman, William W.; Lehrer, Stanley, eds.
Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives.
New York: Wiley; 1972. 435p.
HS200734

This book examines various types of the disadvantaged in the United States, uncovers reasons for the multifaceted problem of societal deprivation, and indicates constructive ways, to help the disadvantaged through education,. Attention is also focused on the poor and disadvantaged in foreign lands. The ten parts of this volume treat the disadvantaged in Urban America, the black American, the Spanish-speaking American, the North American Indian, the immigrant and refugee in America, the rural poor and America's undereducated adult, the middle class as culturally deprived, the culturally disadvantaged reader, the teacher and Federal programs for the disadvantaged, and the disadvantaged in international perspective.

Index codes 3 17 20 82

196 Brickner, Charlotte A.
University of Colorado. Boulder, Colorado.
Experimental Analysis of Auditory Discrimination Skills in the Developmental Structure of Pre-School Children.
University Microfilms. Ann Arbor, Michigan. 69-4317. 153 p.
HS100898

The purpose of this study was to test two planned training sequences designed to increase auditory discrimination. Two treatment groups and a control group were randomly selected, following blocking on auditory, visual, and auditory-visual learning style, from a population of 98 Head Start children. Treatment I consisted of 18 programmed training sequences, Treatment II consisted of 18 narratives of an appropriate level which were read to the children. The control group received no treatment. Analysis of variance and analysis of covariance were used to evaluate data. Measures were designed to test sound discrimination, verbal discrimination, and following discrimination. Both treatments showed consistent significant differences over the control group following treatment on all aspects of the criterion measure. The results of this study indicate that a child from this population can be taught to attend to auditory stimuli. Such auditory discrimination may contribute to a child's ability to learn to read.

Index codes 83 1 13 21

197 Bridgeland, William M.; et al.
Policymaking Styles in State Early Childhood Education.
13p.
1980. ED211196

As part of a larger study, 84 major state level early childhood policymakers in Michigan, Califonia and New York were surveyed to identify differences in policymaking styles among state agencies and interest groups. Participants included (1) agency policymakers, such as early childhood specialists in the departments of education, social services, and public health, (2) government personnel concerned with prekindergarten policy issues, and (3) prekindergarten specialists. Respondents rated the agencies and groups on a five point scale measuring altruism/realism. Results indicate that on the whole in all three states the state agencies for education, social services, and public health were perceived as somewhat more realistic in style than were the interest groups such as the state affiliate of National Association for the Education of Young Children (NAEYC), private voluntary child care organizations, proprietary child care organizations, and Project Head Start. Except for proprietary groups, which by their nature are first concerned with factors affecting their livelihood, interest groups were seen as more idealistic in policymaking style than were state agencies. According to respondents, New York private child care organizations and California Head Start programs had a somewhat realistic style. In conclusion, implications of the findings for early childhood education policymaking are discussed and a strategy for effective political action is recommended.

Index codes 3 12 81

198 Bridgeman, Brent; Blumenthal, Janet B.
Educational Testing Service. Princeton, New Jersey.
Parent Child Development Center: Follow-Up Study Evaluation Plan.
67p.
1980. HS200774

This is a revision of an evaluation plan designed to follow participants in Parent-Child Development Center programs. The original plan was considered too complex and expensive. The purpose of the study is to determine whether the emphasis on the family affects children's later progress in school and whether positive effects on the mother and the family are retained. The design is intended to yield policy relevant information after a year of data collection. Appendices cover program goals and a conceptual framework for interviews with participating mothers, and include the interview instrument.

Index codes 2 15 7 12 82

199 Bridgeman, Brent; Hilton, Thomas L.
Educational Testing Service. Princeton, New Jersey.
Evaluation of Parent Child Development Centers. Preliminary Interim Data Analy sis and Follow-up Study Design.
1980. HS200482

The original Parent Child Development Centers (PCDC) were established in Birmingham, New Orleans, and Houston, and each center conducted its own assessments of program impact. In the replication stage of the program, the original program models were to be copied at new sites (Detroit, Indianapolis, San Antonio), but funding problems eventually closed the replication sites. Before the replication sites were established, data were collected during the interim period (1975-1978) on the original models. The interim analysis presented in this report focuses on two questions: (1) To what extent do the differences at graduation tend to fade over time? (2) Are the differences at graduation that were fouund with early cohorts replicated with later cohorts? The results discredit the notion that early childhood programs for the economically disadvantaged could provide a permanent inoculation against later cognitive defects. The apparent changes in program effectiveness over time seem to be linked to observed changes in the operation of the centers, being related to changes in the quality and enthusiasm of center staff members than to changes in written descriptions of key model features. The evaluation plan for a long-term follow-up study of PCDC participants is described. The six appendices list the goal statements of the PCDPs and provide a descripton of data base design, tables of Ns for each instrument, codebooks for each instrument, data base catalogs, and forms and instructions for the information update, 1979-80.

Index codes 1 21 12 15 82 7 11 9

200 Bridgeman, Brent; et al.
Educational Testing Service. Princeton, New Jersey.
Parent Child Development Center: Final Evaluation Report.
198p.
1981. HS200775

This evaluation report covers three model Parent-child Development Center (PCDC) rograms in Birmingham, Houston and New Orleans, and the Detroit replication of the New Orleans model. The focus is on the long-term effects of the program. Chapters cover the history of the program, the PCDC concept, the evaluation design, short and long term impact, the replication effort, and policy implications. Tables show results from testing instruments administered to children, data from observation of parents and children, and attrition studies. The Birmingham graduation interview questions are appended.

Index codes 1 11 15 21 16 9 82

Bridgeman, Brent.
For other entries by this author see Index of Co-authors.

201 Brodsky, Marvin.
Cultural Deprivation and Arousal Level.
Proceedings of the 77th Annual Convention of the American Psychological Association, 1969, 4(Pt. 1):315-316.
HS100053

The study investigated differential emotional development and response to reinforcement among Head Start children. A marble task was administered to 18 Head Start children in order to assess both their intellectual and emotional performance.

Index codes 1 16 21 82

Bromley, Kathleen C.
For other entries by this author see Index of Co-authors.

202 Bronfenbrenner, Urie.
Memo-Comments on the Wolff and Stein Study.Y.
4p.
1967. ED015029

Discusses the validity of the Wolff and Stein conclusions (six months later). Study I. is challenged on the basis of one major and four minor methodological deficiencies. The study's major conclusion was that former Head Start children have greater learning readiness than their classmates have six months later but that no educational gains had been made. The major criticism is that, although economic and social advantages greatly favored non-Head Start children, Wolff and Stein considered the advantage to be "slight." The alternative to Wolff's conclusion is that children from deprived homes are able to hold their own with classmates from better advantaged families as a result of Head Start enrichment.

Index codes 2 21 81

203 Bronfenbrenner, Urie.
Motivational and Social Components in Compensatory Education Programs: Suggested Principles, Practices, and Research Designs. In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100831

Any educational program for disadvantaged children must address cognitive competence as well as patterns of motivation and behavior appropriate to a productive, cooperative society. This paper discusses several general forms of environmental intervention that appear effective in influencing the behavior and development of children. These are behavioral models, social reinforcement, intensive relationships, group pressures, and superordinate goals. Applications of these forms of intervention to Head Start programs include involving the family in program activities in school, the neighborhood center, and at home. Emotional ties between the child and his family should be emphasized. Using older children in activities with younger children both in and out of school settings is encouraged. Other suggestions include taking advantage of heterogeneous groupings of children for mutual aid and group recognition and approval; establishing programs at the school level or Head Start center rather than in isolated classrooms; and using the superordinate goal to which the children, their families, and the community may strive.

Index codes 82 2 13 15

204 Bronfenbrenner, Urie.
Office of Child Development (DHEW). Washington, D.C.
A Report on Longitudinal Evaluations of Preschool Programs. Volume II: Is Early Intervention Effective?
62p.
1974. ED093501

This is an overview of the research done on the effects of early intervention. Areas discussed include: the nature and limitations of the data, methodological problems, effects of preschool intervention in group settings, some effects of home based intervention and further facts and principles of early intervention.

Index codes 84 3 12

205 Brookins, Geraldine K.; et al.
Huron Institute. Cambridge, Massachusetts.
Report on a Feasibility Study for a Summative Evaluation of the Child and Family Resource Program.
1974. HS200483

To determine the feasibility of executing a summative evaluation of the Child and Family Resource Program (CFRP), information was collected about CFRP from interviews with staff, families, and contacts with social service agencies. Because CFRP programs vary from site to site, an overview of treatments (set of operations or actions intended to produce desired effects) is presented. It was determined that evaluations of CFRP must focus on the community, the family, and the child and should be conducted after full program implementation in the demonstration sites and on a site-by-site basis. A detailed component analysis is suggested rather than a full-scale summative evaluation because of the nature of CFRP and the state of development of existing demonstration projects. A component analysis would be informative, descriptive and could lead to a tentative view of probable program effectiveness. Outcomes and evaluation strategies are described for assessments of community, family, and child impact. Evaluations should not merely document the success or failure of a program but also identify the causes of success or failure. The appendix contains the basic interview model used in conducting site interviews.

Index codes 2 6 7 12 15 84

Brooks, Helen.
For other entries by this author see Index of Co-authors.

206 Brown, Bernard.
Program Evaluation: Some Broader Issues: Sufficient Effect and "No Difference" Findings.
Paper presented at the American Psychological Association, New Orleans, September 3, 1974.
HS200054

This paper is a discussion of some of the problems involved in evaluating social programs such as Head Start.

Index codes 1 12 82

207 Brown, Bernard, ed.
Found: Long-Term Gains From Early Intervention. (AAAS Selected Symposia Series).
Boulder, Colorado: Westview Press; 1978. 192p.
HS200808

Papers from a 1977 symposium present the results of longitudinal studies of children in center-based and home-based Head Start programs. Chapters cover effects of early childhood intervention; the effects of programs for training parents on their performance and that of their children; the New Haven Project to investigate long term effects; secondary analysis of early intervention data in the Developmental Continuity Consortium Study; a review of Head Start research since 1969; and an overview of current research.

Index codes 1 11 15 7 21 16 83

208 Brown, Bernard.
Administration for Children, Youth and Families. Washington, DC.
How Social Research Changed Public Policy: A History of the Debate on Head Start.
27p.
1979. HS200857

In this paper, the author discusses the influence of Head Start research findings on the federal decision-making process. He describes three periods in the history of early intervention research: 1) the "Dismal Period" (1968-71) brought about in part by the negative findings of the Westinghouse Study; 2) the "Latency Period" (1972-75), a period in which some research and evaluation studies of Head Start were made, and 3) the "Watershed Period" (1976-present), a time in which the benefits of Head Start were illustrated in statistically sound social research. The author describes the difficulties inherent in introducing scientific methods to an evaluation of cognitive development. He criticizes the media's role in placing undue emphasis on the Westinghouse Study's negative findings. The Westinghouse Study had a profound adverse impact on funding for Head Start and can be credited with the phasing-out of the Summer Head Start Program. The history of the Head Start research and evaluation effort is outlined, and the early stage at which defects in the Westinghouse Study were identified is noted. The author sees the Consortium Study as the beginning of the Watershed Period in Head Start research. Partly as a result of the positive findings associated with this study, Head Start enjoyed increased funding levels, and a move to the Office of Education was blocked.

Index codes 82 3 12

209 Brown, Bernard; Grotberg, Edith H.
Head Start: A Successful Experiment.
Courrier, 1980, 30:337-334.
HS200877

Head Start is a preschool program for more than 400,000 children from families with low income in the United States. It provides comprehensive developmental services in the areas of education, medicine, dentistry, nutrition, social services and parent involvement. The effectiveness of Head Start has been an issue of continuing concern to social scientists, program evaluators, and policy makers. Recently, two studies have obtained strong findings that there is a positive impact of Head Start on its children. One study reviewed and synthesized the over 700 research and evaluation reports on Head Start that were prepared in the past 15 years. They show a consistent pattern of positive program impact. The second study was a secondary analysis of data from longitudinal studies of early intervention programs for children from families with low income. These children had attended infant and preschool programs in the 1960's. The findings in 1976 and 1977 demonstrated that the children had significantly higher rates of meeting school requirements than did controls, as measured by lower frequency of placement in special education classes and of being retained in grade.

Index codes 82 1 11

210 Brown, David; et al.
Using Group Contingencies With Punishment and Positive Reinforcement to Modify Aggressive Behaviors in a Head Start Classroom.
Psychological Record, 1974, 24(4):491-496.
HS200055

In this study an attempt was made to modify and decrease aggressive behaviors exhibited in a Head Start classroom. Treatment procedures designed to reduce classroom acts of aggression permitted analysis of whether group contingencies enhanced the effects of extrinsic reinforcement and punishment.

Index codes 1 13 19 82

211 Brown, Saul L.
Psychiatric Consultation for Project Head Start.
Community Mental Health Journal, 1966, 2:301-306.
HS100056

This is a review of consultative experiences with a major Project Head Start installation in the greater Los Angeles area undertaken during the 1965 summer program.

Index codes 1 12 82

212 Brown, L.W.
Michigan State University. East Lansing, Michigan.
A Study of Head Start Parent Participation Activities in the United States in Cities with Population between 100,000 and 200,000.
University Microfilms. Ann Arbor, Michigan. 71-31, 165. 139 p.
HS200899

The purpose of this study was to determine if directors and other Head Start personnel were complying with the Head Start parent participation policy. The study also examined whether the following factors had an effect upon compliance with a parent participation policy of non-preferential emphasis on the four types of parent activities: 1) the preparation and prior experience of the director and the director's supervisor, and 2) the number of years teachers have taught in Head Start classrooms. Ten educational authorities were polled to ascertain if they supported the Head Start parent policy. Directors of Head Start programs in 87 cities were selected to participate. Data were collected from a specially constructed questionniare. The Friedman Two-Way Analysis of Variance by Rank Test was applied to all data. As a group, educational authorities confirmed the need for parent involvement in Head Start. Seventy-one percent of the Directors responding provided some degree of parent involvement in their programs. Directors with preparation and prior experience in elementary education emphasized classroom involvement types of activities. Directors with preparation and experience in areas other than elementary education emphasized administrative activities for parents. Staff-parent-child relationships were given the least emphasis.

Index codes 83 1 15

Bruce, Terri.
For other entries by this author see Index of Co-authors.

213 Brudenell, Gerald A.
Predicting Achievement of Head Start Children Using Personal, Testing, and Rating Data.
Dissertation Abstracts International, 1970, 30(10-A):4269.
HS200669

The predictive ability of 24 demographic, testing, rating variables--singly or in combination--for the achievement of 74 Head Start children in Greeley, Colorado, was studied. Personal data included age, sex, welfare status, and home language; testing data, results of the Wechsler Preschool and Primary Scale of Intelligence (mental ability) and "Cincinnati Autonomy Test Battery" (problem solving ability; and rating data, examiner (Involvement, WPPSI; Task Initiation, "CATB") and teacher (Card Name Sort) ratings of Head Start children. Conclusions reflected the usefulness of testing data in predicting achievement in Head Start. WPSSI results, especially from Verbal subtests, appear more predictive of preschool achievement than the other variables in this study. Of these, the Verbal Comprehension cluster appears to be a sustaining predictor of preschool achievement. An immediate concern, confirmed by similar studies, is the cultural difference expressed in language handicaps of low-income children. School programs for young children must focus on meaningful verbal interaction.

Index codes 81 2 21

Brush, Lorelie R.
For other entries by this author see Index of Co-authors.

214 Bryson, Juanita.
Comparison of Bilingual vs. Single Language Instruction in Concept Learning in Mexican-American Four Year Olds.
67p.
1970. ED062043

Bilingual vs. unilingual instruction was studied in the teaching of 5 positional-prepositional concepts (e.g., under) to Mexican-American Head Start 4-year-olds. Treatments consisted of instruction in Spanish only, English only, or bilingually to the 48 subjects exposed to the prepositional concepts via tape-recorded programmed instruction given daily for 10 minutes. Assignment to control and treatment groups was randomly stratified by sex, and subjects were pretested the first day of instruction and posttested on the final (3rd) day. These tests, administered in English and Spanish, included a transfer test consisting of a 2-dimensional presentation of the same prepositions and a learning task in the language opposite from instruction. All criterion tests required verbal labeling and demonstration. Analysis of covariance and Newman-Keuls comparisons indicated that posttest scores of the treatment groups were higher than those of the control group, reflecting the effect of instruction vs. no instruction. Significant differences were found as a function of language exposure in the home, but no significant differences were found between treatment groups. The study is limited by sampling practices and restricted treatment time. An appendix contains the instructional treatments used.

Index codes 1 23 25 81

215 Brzeinski, Joseph E.; Elledge, Gerald E.
Early Reading -- How Not When.
Paper presented at the meeting of the International Reading Association, Atlantic City, New Jersey, April 1971. 21p.
ED049908

The question of whether children should be taught to read before first grade has long been discussed, but never settled. As the educational level of the people and the demands of industry increase, the rate of functional illiteracy also rises, provoking criticism of school programs and creating a need to find new ways of dealing with the problems. A search of the literature related to early and beginning reading reveals that children vary intheir degrees of readiness for reading and that readiness experiences now provided do not provide for the needs of many children. That some children, at least, are ready to read before age 6 can be seen in the success of Head Start and Sesame Street and in the results of research on early reading. If the needs of children are to be met, it will be necessary to provide instructional opportunities for younger children and to find ways of determining individual children's readiness levels and of using these levels to design instruction for them. The real question in early reading is one of how to include such provisions in an instructional program. References are included.

Index codes 3 22 81

Buchanan, Garth N.
For other entries by this author see Index of Co-authors.

216 Bugbee, Mary; et al.
Experimental Shifting of Teaching Modes in Preschool.
16p.
1974. ED096014

This study was designed to determine whether regular Head Start teachers trained as "experimenters" could produce two different teaching modes (combinations of techniques) in two consecutive sessions, using the same lesson content. Each of six Head Start teachers was asked to teach a 10-minute classification lesson to four children, using a set of assorted objects and teaching in a specified mode (e. g. Giving to the Group). Then, with another group of children, the teacher was to replicate the lesson, shifting to her second targeted mode (e.g. Asking Individuals). The problem to be investigated was whether teachers trained to observe, classify, and modify their own teaching behavior would be able to shift from one mode to another, if lesson goal and materials were kept constant. Also of interest were questions related to variability of teacher behavior within treatments and the general problem of experimental control in classroom studies. Results indicated that despite individual variability the teachers were quite effective in altering their behavior on the experimental variable. They exhibited a high level of performance both in producing their assigned modes and in shifting from one distinct mode to another.

Index codes 1 13 19 83

217 Burden, Tobi L. M.
Changing Parent Attitudes and Improving the Intellectual Abilities of Three-Year Old, Four-Year Old, and Five-Year Old Children Through Participation in a Home Start Program.
Dissertation Abstracts International, 1974, 34(11-A):7037.
HS200057

The purpose of this study was to determine changes in mothers' attitudes toward children or in the child's intelligence attributable to participation in Home Start. Findings involve pre and post scores on Hereford Parent Attitude Survey and the Peabody Picture Vocabulary Test.

Index codes 1 9 15 24 83

218 Buriel, Raymond.
Acculturation and Biculturalism Among Three Generations of Mexican-American and Anglo-American School Children.
17p.
1981. ED207741

Acculturation and biculturalism of four populations (first, second, and third-generation Mexican American school children, and a comparison group of Anglo American children) were measured by teacher ratings of classroom behavior, using the Bicultural Identity/Respect for Cultural Differences Scale, developed expressly for use in bilingual/bicultural programs where instruction is in English and Spanish and children have opportunities to role-play characters of different cultural backgrounds. The 80 second and third graders (ages 7 to 9) were divided equally by sex and grade into each of the 4 groups. All subjects, enrolled in a semi-rural/suburban elementary school in Southern California, participated in the school's Bilingual/Bicultural Follow Through Program, with instruction in both English and Spanish. Results showed that of the three Mexican American groups, third-generation children were most similar to Anglo American children in their levels of acculturation with both Mexican American and Anglo American cultures. Although first-generation children were most strongly identified with Mexican American culture, they were also the most bicultural. Except for third-generation children, the trend was for all groups to be bicultural. Analysis showed no significant sex differences. Findings are discussed in terms of their implications for the development of a bicultural identity.

Index codes 1 25 81

Burry, James.
For other entries by this author see Index of Co-authors.

219 Burton, Mary H.
Effects of Socioeconomic Level Integration in Head Start Child Development Centers on Involvement and Related Attitude and Personality Changes among Parents of Enrolled Children.
Arkansas Experiment Station, Bulletin 854, May 1981.
HS200695

Research in 12 Head Start Child Development Centers focused on outcomes of manipulation of center enrollment ratios of disadvantaged to advantaged subjects. Three enrollment patterns of disadvantaged to advantaged subjects were observed. Special attention was given to change over a five-month experimental period in matters of parent involvement in center programs, changes in family life and attitudes, and personality change as noted in responses on pencil and paper tests. Of the patterns studied, the experimental enrollment condition of 75/25 disadvantaged to advantaged subjects was the most favorable to the development of adult subjects.

Index codes 82 1 12 15 7 21

220 Busch, John C.; de Ridder, Lawrence M.
Note on Control for Intelligence in Studies of Field Dependence With Young Children.
Perceptual and Motor Skills, 1971, 32(1):337-338.
HS200058

In this study Head Start children were administered the rod and frame and the Lorge-Thorndike Intelligence Test to control for intelligence in studies of field dependence.

Index codes 1 24 82

221 Busch, John C.
University of Tennessee. Knoxville, Tennessee.
Conformity in Preschool Disadvantaged Children as Related to Field Dependence, Sex, and Verbal Reinforcement.
University Microfilms. Ann Arbor, Michigan. 71-334. 92 p.
HS200902

This study had several purposes. First, it attempted to determine whether conformity of an individual to a group was experimentally manipuable for preschool disadvantaged children. Secondly, it attempted to determine if there was an interaction between these treatments and sex or a perceptual variable, field dependence. In the first phase, 96 male and female Head Start children were administered the rod and frame test. The Lorge Thorndike Intelligence Test was also administered to this group. No relationship between field dependence and intelligence was established. Conformity behavior was measured in Phase II. Subjects were asked to make a series of perceptual discriminations. An experimental group worked on this task, but heard the responses of other subjects. A control group also worked on the task but did not hear the bogus feedback. A factorial design was employed for analysis. In Phase III, the experimental group received verbal reinforcement for nonconformity when working under bogus feedback conditions. A control group working under similar conditions did not receive verbal reinforcement; a second control group performed the task but received neither bogus feedback nor verbal reinforcement. The relationship between intelligence and conformity was not great enough to permit an analysis of covariance with Phase III data. There was a significant sex difference in behavior under the treatment condition in which subjects were reinforced for nonconformity. Females were significantly less conforming than males when reinforced for noncomformity.

Index codes 83 1 21 24

222 Bushell, Don, Jr.; Jacobson, Joan M.
The Simultaneous Rehabilitation of Mothers and Their Children.
Paper presented at meeting of the American Psychological Association, San Francisco, California, August 30, 1968. 11p.
ED034591

The Juniper Gardens Cooperative Preschool is a Head Start project staffed by the mothers of 30 4- and 5-year-olds who attend the preschool. This paper reports on two studies that attempted to upgrade practices in two teaching skills, classroom management and individual tutoring. The classroom was divided into five activity areas which the children could use freely. However, children switched areas so frequently that there wasn't enough time to offer instruction in any one area. Furthermore, when an academic activity (anagrams) was initiated in one of the areas, the children tended to avoid it. To solve these problems, a rule change was made. Children could switch areas. Observations showed that, as a result, children switched areas less often and played the anagram game more often. The mothers were deficient in individual tutoring because they too often made negative or irrelevant comments and too seldom made reinforcing or helping comments. Written instructions did little to rectify this situation, but "tele-coaching" over earphones quickly increased the mothers' use of sound learning principles and decreased their use of undesirable tutoring behavior.

Index codes 1 12 13 15 81

223 Busse, Thomas V.; et al.
Environmentally Enriched Classrooms and the Play Behavior of Negro Preschool Children.
Urban Education, July 1970, 128-140.
HS200491

To test the concept that well-equipped classrooms produce more cooperative and less aggressive behavior in preschool children, two Head Start classrooms in each of six areas of a city were paired for physical facilities and equipment. The Negro children were blocked by sex and randomly assigned to one of the paired classrooms. One classroom of each pair, assigned to the experimental condition, received a substantial amount of equipment and supplies; each item was selected to augment verbal ability, performance ability, visual perception, aduitory perception, and social interaction. The Preschool Observation Schedule was used to assess social interaction differences between experimental and control classes and measured types of play and types of aggressive behavior. Teachers were also observed to determine the teachers' encouragement of the use of equipment. The findings indicate that the boys in experimental classes engaged in more cooperative play with toys than did the control boys and that their play behavior was more cooperative. There were no differences between experimental and control girls in types of play behavior. The notion that fighting and aggression should decrease with the enrichment of play materials was not supported by the findings which suggest that most aggression in preschool children is not caused by a lack of playthings but by personal factors such as jealousy and competition.

Index codes 1 13 19 82

224 Butler, John A.
Harvard Graduate School of Education. Cambridge, Massachusetts.
Item Components of Preschool IQ Gains.
91p.
1973. HS200744

The IQ gains on the Revised Stanford-Binet Intelligence Scale have played an important role in every major evaluation of Head Start. In this study of item components of IQ gain, four groups of children from the Head Start Planned Variation Study are compared. The research compares patterns of item gain for children in Weikart's Hight Scope Program and children in traditional Head Start programs on the Stanford-Binet. The results of the investigation implied less for the analysis of differential Weikart effects on different item content areas in which Head Start children could be expected to gain and more about the design of the Binet and how the test was generally inappropriate for assessing the cognitive effects of preschool. The second section of the report, based on findings of the item gain study, considers strategies of cognitive test development to evolve instruments more sensitive to program-related changes in cognitive performance during the Head Start year.

Index codes 1 24 82

225 Butler, John A.
Rand Corporation. Santa Monica, California.
Toward a New Cognitive Effects Battery for Project Head Start.
93p.
1974. ED103494

In past Head Start evaluations, cognitive measures have been weighed heavily. This has not accurately reflected the relative unimportance of cognitive program goals; child performance gains are not an objective with high priority for most Head Start programs. Evaluation planners need to weigh previously encountered measurement problems carefully and decide to adopt either a reliability-based strategy placing emphasis on careful test administration or a validity-based strategy assuming that what is needed is a fundamental reconceptualization of the measurement of cognitive effects, developing new measures. As priorities for cognitive measurement, this study argues that the new evaluation should stress readiness, cognitive process, and social competency and if it is decided to adopt a validity-based strategy, lists of clearly defined behavioral objectives must be drawn up in those realms of stress and then to create or adopt instruments to measure these objectives. What is needed is a battery of face-valid, empirically based, criterion-referenced instruments intended to measure short-term effects. Choice of measures is integrally related to choice of evaluation design. The new evaluation might consider some departure from pre- and post-testing, instead testing three times during the year or only once at the end.

Index codes 3 21 83

Butts, Bobbye.
For other entries by this author see Index of Co-authors.

226 Butts, David S.
A Psycho-Sociological Comparison of Project Head Start Participating and Non-Participating Culturally Deprived and Non-Culturally Deprived First Graders in Durham, North Carolina.
Dissertation Abstracts International, 1970, 30(8-A):3181.
HS200059

The purpose of this study was to determine and compare the status and degree of change in several educational characteristics among three groups of children entering first grade. The educational characteristics investigated were: intellectual ability, achievement, creativity, and social growth and adjustment.

Index codes 1 16 21 83

Byrne, Margaret C.
Cahoon, Delwin D.
For other entries by these authors see Index of Co-authors.

227 Cain, Glen G.; Barnow, Burt S.
Wisconsin University. Madison, Wisconsin.
The Educational Performance of Children in Head Start and Control Groups. Final Report.
273p.
1973. ED093452

This report is a re-analysis of the data collected and analyzed by the Westinghouse Learning Corporation (WLC) and Ohio University concerning the average impact of Project Head Start on the cognitive development of a nationwide sample of children. The re-analysis was considered necessary because of unclear methodological issues in evaluation research and the existence of much data that was not used in the WLC analysis. A basic question raised is whether the WLC data can be used to produce unbiased estimates of the effects of Head Start. Several formal models of Head Start Evaluation are presented in order to determine the conditions that would lead to biased and unbiased estimates. The WLC report did not describe its procedures for selecting children for Head Start and control groups. For the re-analysis, the following modifications of the WLC study were made: (1) use of ungrouped instead of grouped data, (2) expanded list of socioeconomic and demographic independent variables, and (3) inclusion of the Head Start variable in a manner to allow for different effects for children from various0ethnic groups and family structures. Findings generally support the original study, but indicate that Head Start was more effective than the WLC report indicated.

Index codes 1 21 84

Cain, Glen G.
For other entries by this author see Index of Co-authors.

228 Caldwell, Bettye M.
A Decade of Early Intervention Programs: What We Have Learned
American Journal of Orthopsychiatry, 1974, 44(4):491-496.
HS200060

Developments in early childhood intervention programs over a ten-year period are highlighted. These include the optimism surrounding the creation of Head Start in 1965, the skepticism resulting from the findings and interpretations of data from evaluations of intervention programs, and the disillusionment with intervention programs. Also summarized are the lessons learned from the early experiences. Changes in concepts, team approaches, new evaluation designs and measurement strategies, the importance of continuity of programs, and the role of intervention programs are considered.

Index codes 3 12 82

Caldwell, Bill S.
For other entries by this author see Index of Co-authors.

229 Calhoun, John A.; Collins, Raymond C.
From One Decade to Another: A Positive View of Early Childhood Programs.
Theory Into Practice, 1981, 20(2):135-140.
EJ249315

An overview of research and evaluation developments concerning Head Start, preschool education, and day care during the past decade is provided. Possible ramifications for the future are shown from the reexamination of early education programs.

Index codes 3 21 18 81

230

California State Department of Education. Sacramento, California.
The Efficacy and Cost Effectiveness of Early Education for Handicapped Infants and Preschool Children.
15p.
1982. HS200862

This report provides an overview of the efficacy and cost effectiveness of early education for handicapped infants and preschool children. The booklet provides information on: 1) the history of educational intervention; 2) evaluation studies conducted on early education; and 3) cost effectiveness. A fact sheet which highlights the success of early intervention is included. A source list is also appended.

Index codes 82 1 14 8

231

California State University. Los Angeles, California.
Evaluations of Bilingual Programs: Examples of the Reproductive Functions of Evaluative Research. Bilingual Education Paper Series, Volume 4, No. 7.
Revision of a paper presented at a Forum on Ethnoperspectives in Bilingual Education Research, Eastern Michigan University, Ypsilanti, Mich., April 1979. 35p.
ED207992

Using the American Institutes for Research (AIR) report (1978) and Evaluation of the Head Start Bilingual/Bicultural Curriculum Project by Juarez Associates as contrasting examples of bilingual research, the authors suggest a new direction for policy research in bilingual education oriented towards examining all factors affecting such policy formation within the larger relational nexus. To provide a context for the discussion, the Head Start strategy for Spanish speaking children and the plans for the evaluation of its curriculum development component are described. An outline of the purpose and the design of the evaluation project follows. This involves not only the administration of tests to measure the impact of program objectives, but the collection of data to illustrate the nature and extent of program implementation over time, which can then be used to determine the feasibility of implementing the curriculum models at other sites; and collection of quantitative observation and change data over time for use as outcome data. The reproductive function this evaluation is likely to serve is then exemplified by drawing attention to how evaluative research can be used to legitimate social action programs. Future directions are also discussed.
Principal Authors: Jose Rosario; John M. Love.

Index codes 3 25 81

232

California University. Extension Division. Riverside, California.
A Study of Some Ecological, Economic and Social Factors Influencing Parental Participation in Project Head Start.
77p.
1965. ED014331

The major purpose of this study was to determine if there were significantly different responses to certain ecological, economic, social and civic responsibility factors between parents whose children participated in the Head Start project and those whose children were eligible but did not participate. All parents of pre-school children, 2 1/2 to 6 years of age, who resided in 3 designated school districts, were included in a house-to-house survey. In all, 256 parents were surveyed by means of a 50-question form written in both English and Spanish. Findings generally show no significant differences in responses. The main difference is a matter of communication. Participants were informed of the Head Start program, non-participants were not. Brought out is the fact of a definite need to step up communication in order that low income families can be made aware of available education opportunities for their children as well as the existent need for pre-school education programs throughout the school year. English and Spanish questionnaires are included. There are many tables of accrued data.
Principal Authors: Henry S. Johnson; Uvaldo H. Palomares.

Index codes 1 15 25 81

233

California Univ. Head Start Research and Evaluation Center. Los Angeles, Calif.
Maximizing the Value of Evaluation for the Head Start Teacher. Final Report.
188p.
1969. ED041631

The purpose of this study was to find out whether systematic evaluation feedback to teachers would result in: (1) development of more favorable attitudes toward evaluation, as measured by Teacher Attitudes Toward Evaluation (TATE), and increased teacher use of a variety of curricula and materials, (2) greater correspondence between teachers' expectations and children's performance, as measured by Teachers Expectations for Achievement of Children in Head Start (TEACH), and (3) greater gains on cognitive and affective measures for children in feedback classes. 183 children were tested on a variety of measures. Data were also collected from classroom observations and parent interviews. Of the 24 classes in the study, 10 classes (20 teachers) were in the feedback group, which attended monthly meetings where they were informed about children's test results, test instruments, and classroom observations. Teachers also viewed video tapes of their own classes. Although children showed consistent gains, teachers given feedback were not measurably more successful in remediating deficiencies than those not receiving feedback. With reference to teacher attitudes, the intervention was more effective, as shown by TEACH and TATE scores and by increased understanding and rapport between teachers and evaluators.
Principal Author: Carolyn Stern.

Index codes 1 12 16 21 83

234

California Univ. Head Start Research and Evaluation Center. Los Angeles, Calif.
A Comparison of Three Intervention Programs with Disadvantaged Preschool Children. University of California Head Start Research and Evaluation Center. Final Report 1968-1969.
153p.
1969. ED041616

To aid in providing remediation for the language and cognitive skills of disadvantaged children, the UCLA Head Start Research and Evaluation Center compared three language programs: the UCLA Preschool Language Program, the Behavioral Research Laboratories' Readiness for Language Arts Program, and an unstructured Placebo Program. Each of the subjects, 163 4-year-old Head Start children, was randomly assigned by sex to one of the programs. A no-treatment Head Start group was used for control. Subjects were pre- and posttested on the Peabody Picture Vocabulary Test, the Caldwell Preschool Inventory, the Gumpgookies, the Behavioral Research Laboratories #1, the Visual Discrimination Inventory, and the UCLA Early Childhood Language Tests for Four-Year-Olds. Experimental treatment extended over 24 weeks, 12 in each of 2 semesters. Testing results (104 subjects) revealed that the subjects in the two task-oriented structured language programs were superior in performance to both Placebo and Control groups. Although the UCLA and BRL programs differed in content, activities, and materials, results were similar. Afro-Americans did less well than Anglo- or Mexican-Americans, girls slightly better than boys, and subjects with experienced teachers did better than those with inexperienced teachers. Appendices comprise four-fifths of this report.
Principal Authors: Joseph Edwards; Carolyn Stern.

Index codes 1 13 21 25 83

235

California Univ. Head Start Research and Evaluation Center. Los Angeles, Calif.
Measurement of Change in Social and Personal Attitudes of Parents of Children in Project Head Start.
37p.
1969. ED056759

The project reported in this paper has 3 facets and is part of a larger one focused on finding out how to improve the prediction for scholastic success of children from disadvantaged populations. The first paper reports on a pilot study of the effect of parent participation in Head Start on subsequent utilization of community resources. It is also concerned with how parents view Head Start personnel and how individual staff members view each other. While it was demonstrated that parents did change as a result of their participation in the program, the measures used were necessarily crude. An important aspect of the project is concerned with the development and validation of an instrument which will be sensitive to these important changes. The second section reports the rationale and approach to the development of an instrument to measure pre-post changes in parental attitudes, especially in the area of alienation. The third facet is concerned with an experiment to test the value of special instruction in producing more effective modes of home teaching in parents of disadvantaged children. The first step has been the preparation of an instrument to measure parental attitudes toward the Head Start program. This instrument and the description of the study are included as the third report in this section.
Principal Author: Harry Kitano.

Index codes 1 7 15 25 83

236

California Univ. Head Start Research and Evaluation Center. Los Angeles, Calif.
The "Tell-and-Find Picture Game" for Young Children.
22p.
1970. ED042513

The "Tell-And-Find Picture Game" is designed to teach both speaking and listening comprehension skills to preschool children. The game is arranged to provide a cooperative experience for two players who take turns in the role of a speaker and of a listener. In order to test the effectiveness of the game in encouraging cognitive gains, a pilot study was run in which the game was adapted to provide specific instruction on a number of spatial concepts. Thirty 4-year-old black Head Start children were pretested on these spatial concepts, and the 10 children who made the most errors were selected for the pilot study. These children played the game for 20 minutes on each of six days. On the seventh day, posttests, which were identical with the pretests, were administered. The children were also tested for affective response to the game. The outcome of these tests indicated that the children both enjoyed the game and improved their language skills of listening comprehension and verbal expression as a result of it. The emphasis on cooperation seemed to be a good feature. The study also suggested certain improvements in the game, some of which would decrease the dependence on the experimenter and make the players more autonomous.
Principal Authors: Phyllis Blumenfeld; Evan R. Keislar.

Index codes 1 13 21 23 26 83

237

California Univ. Early Childhood Research Center. Los Angeles, California.
Manipulation and Novelty of Reward as Features in Educational Games.
14p.
1970. ED057886

This experimental study investigates differences between a game approach and a programmed learning approach in teaching three listening comprehension skills (negation, exclusion, joint denial) to a total of 13 4- or 5-year-old Head Start children. It was hypothesized that (1) manipulation and novelty of reward would influence children to choose an educational game more frequently than they would an instructional program, and (2) children would show gains from the game approach which would be equal or greater than those obrained with a programmed learning approach. A pilot study helped establish puzzles and procedures for the main experiment. In this experiment, each child played the Make-a-Picture Game. He indicated his comprehension of cues played on an audio flashcard by placing puzzle pieces correctly into a frame. The alternative approach required the child to mark a picture in a workbook corresponding to audio flashcard cues. Criterion tests of listening comprehension and activity preference indicated that children showed no preference for an educational game over an instructional program and both groups of children made significant gains on pretest-posttest measures of language comprehension. The investigators conclude that the number of subjects was not large enough to provide a satisfactory test of the hypotheses.
Principal Authors: Evan R. Keislar; Jean Phinney.

Index codes 1 13 21 83

238

California Univ. Head Start Research and Evaluation Center. Los Angeles, Calif.
Teachers Expectations for Achievement of Children in Head Start (TEACH).
15p.
1971. ED045735

The development of an instrument (TEACH) which would relate the variables of teacher goals, classroom activities, and children's achievement is fully described. A search of the literature, attitude inventories, and other teacher measures produced a pool of value statements about educational goals which were placed in traditional categories. Descriptions of behaviors indicative of the achievement of a given goal were devised. The item presentation format required two separate responses to the same set of items. The first response was a rating of the importance of the item and the second was a rating of expected level of performance. An unmodified version of the instrument was first administered to head teachers and assistant teachers of 24 Head Start classes during an orientation session and again approximately 8 months later. Results indicated that developmental or readiness factors (emotional, social, situational) had higher rank orders than academic skill factors and that Expectancy scores were generally higher than Importance ratings. There were no significant differences between pre- and post-test ratings, suggesting that the sampled teachers maintained stable feelings about goals. However, the degree of correspondence between Importance and Expectancy increased during the year. The present instrument is long (7 factors; 100 items) and modification is necessary, while its discriminative ability has yet to be established. Examples of the items and tables of mean scores are included in the appendix.
Principal Author: Carolyn Stern.

Index codes 2 13 21 12 16 81

239

California Univ. Early Childhood Research Center. Los Angeles, California.
Identification of Preschool Children With Emotional Problems.
42p.
1972. ED069380

A large-scale study was designed to assess the extent of emotional disturbance among Head Start children and to provide a consistent basis for selection if therapeutic intervention were indicated. The study's aim was to avoid the problem of shifting baselines by individual teachers for determining the degree to which their children were departing from normalcy and the tolerance limits they were willing to accept before assigning a child to therapeutic treatment. A total of 413 children were tested using Kohn's Behavior Checklist and Competence Scale to assess their overt functioning in group settings. The study seems to support the usefulness of this instrument and procedure for identifying, at an early age, children who are later likely to have severe problems. The question of whether therapeutic intervention with this population can have an appreciable impact on changing this prediction was the subject of a subsequent study. An examiner's manual for the Behavior Checklist and Competence Scale is included in this report.
Principal Author: Carolyn Stern.

Index codes 1 16 19 83

240

California Univ. Early Childhood Research Center. Los Angeles, California.
The Instructional Environment and the Young Autonomous Learner.
46p.
1972. ED077564

The study of goal-directed learning through the design of components in the environment is reported. Particular emphasis is given to the way the child uses informational resources to attain an educational goal, i. e. the question of how children seek and use available information. The data gathering procedures ranged from the development and use of fairly precise testing devices to informal observations of children's reactions. The research strategy was to move back and forth from studies of the learning center in a controlled laboratory context to those in an open classroom environment. Three types of questions were raised in studying this interface between the child and the instructional environment: (1) children's strategies of information-seeking and use, (2) effectiveness of the learning center in terms of immediate learning outcomes, and (3) possible long-range outcomes. The major unit used for the studies was a learning center which posed a paired-associate learning task. Studies with Head Start children in the laboratory and using the laboratory in a classroom setting are described. Wide individual differences were found in the way young children engaged in self-prompting. Although there was no definite evidence obtained, it seems plausible that the way children attack this task of self-instruction reflects broader personality patterns. The learning center was of considerable interest for most of the young children, being in use from 75% to 100% of the time; it was also effective as a means for self-instruction for a large proportion of these children.
Principal Author: Evan R. Keislar.

Index codes 1 13 21 83

241

California Univ. Center for the Study of Evaluation. Los Angeles, California.
Issues in Measurement and Methodology: CSE's 1978 Conference.
17p.
1978. ED179585

Abstracts are presented of the major conference papers and thematic discussions delivered at the 1978 measurement and methodology conference. The titles of the presentations are: Policy-Responsive Evaluation (Wiley); When Educators Set Standards (Glass); Comments on Wiley and Glass (Schutz); Key Standard-Setting Considerations for Minimal Competency Testing Programs (Popham); Evaluation of Title I via RMC Models--A Critical Review (Linn); Comments on Linn and Popham (Millman); Prediction Analysis and the Realiability of a Mastery Test (Wilcox); An Achievement-Test Item Model (Harris); A Head Start Re-evaluation: Positive Effects are not yet Demonstrable (Bentler and Woodward); Analyzing Multilevel Educational Data: The Choice of an Analytical Model Rather Than the Unit of Analysis (Burstein); Is Something Better Than Nothing? Metaphysical Test Design (Baker); The Measurement of Expertise: Analysis of the Development of Knowledge and Skill as a Basis for Assessing Achievement (Chi and Glaser); Test Design: A View from Practice (Shulman); The Design of Measurement in Instruction (Schutz); The Demise of Generality in Measurement and Research Methodology (Frase); Don't They All Measure the Same Thing? Consequences of Standardized Test Selection (Floden et al.); and Comments on Floden and Frase (Quellmalz).
Principal Editors: James Burry; Edys S. Quellmalz.

Index codes 81 2 12 21

242

California University. Los Angeles, California.
Helping Handicapped Children: Recommendations for Model Programs in Head Start Centers.
97p.
1979. HS200526

The author, a developmental psychologist, visited Head Start Centers across the country to observe the effects of the legislated mandate to integrate handicapped children into Head Start programs. This report presents opinions based on observations made during visits to ten different ethnic and racial groups. The information was obtained by a modified case history method. Five factors discussed in detail are identification of the handicapping condition, diagnostic assessment, social and cognitive intervention, special services for the handicapping condition, and parent involvement. These five variables were rated for the 22 locales. Within each variable, exemplary operations and their opposites are described in order to build a model of excellence with information from the field, serving as guidelines on "how to" and "how not to." The qualities characterizing exemplary and poor programs are contrasted. Services stressing parental involvement and counseling are described. Also discussed are integration of handicpped and nonhandicapped children into regular classrooms, teacher selection and training, preventive mental health in preschool, methods for measuring the effectiveness of handicap interventions, and the impact of additional funds for services to handicapped children. Recommendations are made for improving services to children with a handicapping condition.
Principal Author: Rosslyn Gaines.

Index codes 1 8 12 13 14 5 15 84

243

California Univ. Los Angeles, California.
Teacher Ratings of Behavioral Objectives as Related to Performance of Children on Specific Tasks.
9p.
1980. HS200018

In this paper, the author proposes that one of the reasons for the negative findings of the Westinghouse Study (1969) might be a lack of correspondence between the objectives of Head Start teachers and the types of instruments used in achievement testing. The results of the UCLA Head Start Feedback Intervention Study lend support to this view. The children tested scored highest on those items the teachers had rated high in importance, and lowest in those rated low in importance. The percentage of correspondence ranged from 94% agreement to a low of 32% agreement for some teachers. The test items and number of related TEACH (Teachers' Expectations' of Achievement in Head Start) items are shown in the Appendix to the report.
Principal Author: Carolyn Stern.

Index codes 1 12 82

244 Caliguri, Joseph P.
Will Parents Take Over Headstart Programs.
Urban Education, 1970, 5(1):53-64.
EJ021032

A brief survey of the inception, organization, objectives, implications and effectiveness of Project Head Start is provided.

Index codes 3 15 82

Campbell, Connie.
For other entries by this author see Index of Co-authors.

245 Campbell, Donald T.; Erlebacher, Albert.
Northwestern University. Evanston, Illinois.
How Regression Artifacts in Quasi-Experimental Evaluations Can Mistakenly Make Compensatory Education Look Harmful.
In: Hellmuth, Jerome, ed. Disdavantaged Child. Volume III: Compensatory Education: A National Debate. New York: Brunner/Mazel; 1970. p.185-210.
HS200448

Evaluations of compensatory educational efforts such as Head Start are usually quasi-experimental or ex post facto. In such studies an "experimental" group is compared with a "control" group. This essay states that matching and analysis of covariance and partial correlation produce regression artifacts that make compensatory programs look deleterious. The biases caused by matching are suggested to have occurred in the findings of the 1969 Westinghouse/Ohio University study of Head Start. Computer-simulated data illustrate the author's arguments. Matching, commonly used to compensate for pretest inequality between experimental and control groups, results in undermatching due to error and unique factors in the covariates. While the matching score and the value of the dependent variable seem to be stated in the same metric, they actually are in different metric languages. Inadequacies of social science methodology are cited. Randomization experiments are urged.

Index codes 2 12 21 82

246 Campbell, Donald T.; Erlebacher, Albert.
Reply to the Replies.
In: Hellmuth, Jerome. Disadvantaged Child: III. Compensatory Education: A Natioal Debate. New York: Brunner/Mazel, 1970. p. 221-225.
HS200921

Brief point-by-point comments are made in this reply to Cicirelli, Evans and Schiller in the debate on the bias of the Westinghouse/Ohio study. While Cicirelli, Evans and Schiller argue that the magnitude of bias was minimal, Campbell and Erlebacher emphasize their opinion that the degree is unascertainable for two reasons: first, the lack of information on the characteristics of the populations from which matches were chosen prior to matching; second, lack of information on the factorial composition of the covariates.

Index codes 2 12 21 82

247 Campbell, Margaret C.
Inservice Education in Behavior Change Techniques Impact on Responses to Child Behavior by Head Start Educational Personnel.
Dissertation Abstracts International, 1974, 35(7-A):4292.
HS200063

The study investigated the impact of an inservice education program on the responses of Head Start educational personnel to the behavior of children in their classes. The program focused upon a specific social-reinforcement learning process of brining about behavior change in children. The dependent variables in the study were the positive, negative, and netural responses of the teachers and their assistants. The independent variable was the inservice education program.

Index codes 1 12 13 19 83

248 Canter, Seymour; Feder, Bud.
Psychological Consultation in Head Start Programs.
American Psychologist, 1968, 23(8):590-593.
HS100064

This article reports the experiences of psychological consultants to a Head Start program. The main foci of the article are on: (1) shifting guidelines; (2) personnel; (3) physical facilities; (4) special demands of the clientele; and (5) further problems--racial, administrative, etc.

Index codes 1 12 82

249 Carberry, Ann T.; Handal, Paul J.
The Use of the AML Scale With a Head Start Population: Normative and Validation Studies.
American Journal of Community Psychology, 1980, 8(3):353-363.
HS200628

The use of the AML with 584 4-year-old children in a Headstart program was investigated. The AML was found to be a reliable and valid instrument to use as a means of identifying emotional and learning problems. Normative data in this study were very similar to those previously found for kindergartners. Sex differences were found on almost all items requiring separate analyses for males and females. The A-scale (acting-out) and total score contributed most to the identification of emotional disturbance in females. For males, however, the M-scale (moodiness) and total score were most helpful. Mentally retarded males and the learning disabled children could best be identified using the L-scale (learning difficulties). The use of the 90th centile cutoff method was found to be an easy and accurate means of identification.

Index codes 1 8 12 81

250 Carleton, Raymond Charles.
Wayne State University.
An Evaluative Study of the Frostig Program in Remediating Visual-Perception DEficits with a Group of Head Start Children.
Dissertation Abstracts International, 1969, 32(5):Section A, 2477.
HS100843

Many children begin school with "invisible" handicaps that preclude effective learning. Most traditional preschool programs fail because they merely duplicate experiences received elsewhere. The purpose of this paper is to evaluate one method of early prediction, diagnosis and remediation of learning difficulties developed by Marianne Frostig and associates. This investigation was made to evaluate the effectiveness of the Frostig Remedial Program with a group of pre-kindergarten children involved in a summer Head Start program. The subjects selected for this study were drawn from groups of children who were to enter kindergarten in the Fall. The Frostig D.T.V.P. was administered to all children in this category. Those children who were below average (Perceptual Quotients below 90) in visual perception skills were then randomly assigned to experimental and control groups after being tested with a measure of mental ability. The experimental group received daily 30 minute training sessions with the Frostig Remedial Program for a period of four weeks. Both the experimental and control groups were then retested with the Frostig D.T.V.P. and the Columbia Mental Maturity Scale. Eight and one half months later, both groups' readiness skills were assessed with the Brenner-Gestalt Readiness Test and evaluated for any transfer effect as a consequence of the Frostig Training Program. These findings suggested the following conclusions. The Frostig Training Program appears to be very effective in increasing those skills measured by the Frostig test.

Index codes 1 5 13 21 81

251 Carlile, Lauren M.
Teacher Expectations of Language Delay in Black and White Head Start Children.
Dissertation Abstracts International, 1975, 36(4-A):2455.
HS200065

This study explored the relationship between the race of a child and teacher ratings of the child's speech along the language dimensions of vocabulary, sentence structure and intelligibility.

Index codes 1 23 83

252 Caro, Francis G., ed.
Russell Sage Foundation. New York.
Readings in Evaluation Research.
430p.
1971. ED058327

This collection of readings is intended for those concerned with directed social change--researchers, social planners, administrators, and social scientists. The papers address such issues as the nature of the evaluation task, the role of evaluation research in programs of directed change, the organizational context in which evaluation research is conducted, and the appropriate methodology. Specific case studies are discussed and an integrated view of the entire field is presented by including a review of writings about evaluative research, not limited to selections in the book, in an introductory chapter.

Index codes 81 3 12

253 Carpenter, Francis, A.
A Study of the Reading Achievement of Negro Head Start First Grade Students Compared With Negro Non-Head Start First Grade Students.
Dissertation Abstracts International, 1968, 28(7-A):2593.
HS100066

The study evaluated the effects of an eight week Head Start program on the reading achievement of culturally deprived Negro students in first grade. The study analyzed differences between sexes, age groups, and groups with comparable beginning status.

Index codes 1 22 83

Carrier, Bruce H.
Carter, Herman.
For other entries by these authors see Index of Co-authors.

254 Cartwright, Walter J.; Steglich, W. G.
Texas Technological College. Lubbock, Texas.
Report of the Effectiveness of Project Head Start, Lubbock, Texas. Parts I, II, and Appendices.
75p.
1965. ED019131

With the completion of the first grade by the first Head Start class in Lubbock, Texas, this study was undertaken to present data on the effectiveness of the Head Start program in improving disadvantaged children's chances for school success. Two hundred and ninety-five urban area Head Start children from Negro, Anglo-American, and Mexican-American families were compared with a control group matched on sex, ethnic group, and economic level. Whenever possible, the matched pairs of children were in the same school classroom so that the teacher could observe and make subjective evaluations of Head Start and control children on 8 factors such as participation, attendance, and educational accomplishment. A sociological rather than an individual approach was used in making this evaluation. To measure school success, grades were obtained and compared for all children involved. Results showed that the control group was superior to the Head Start group both at the end of the first year of school and also at the end of the second school year when additional examinations and standardized tests compared the 140 matched pairs still available out of the original group of 295. Appendixes related to 1966 data (end of first year) and 1967 data (end of second year) are included in the report.

Index codes 1 17 21 25 81

255 Caruso, David R.; Detterman, Douglas K.
Intelligence Research and Social Policy.
Phi Delta Kappan; 1981, 63(3):183-186.
EJ255030

Findings from a study of Project Head Start prompt the authors to conclude that social research has little or no effect on social policy. Empirical evidence that Head Start does not have a lasting effect on participants' academic skills has in no way affected Federal support for the program.

Index codes 3 21 81

Cassidy, William.
For other entries by this author see Index of Co-authors.

256 Cawley, John F.
Connecticut University. School of Education. Storrs, Connecticut.
An Assessment of Intelligence, Psycholinguistic Abilities and Learning Aptitudes Among Preschool Children.
71p.
1966. ED014323

Research in preschool education has produced varied results, but it is felt that the earlier there is intervention into unsatisfactory educational development, the more effective will be the effort to reduce educational disabilities. This study was designed to investigate the nature and degree of change in the performance of four-year old children before and after a preschool training program. The subjects were approximately 150 four-year-old children from three Head Start centers in a large Eastern city. Each subject was enrolled in a year-long preschool program and was given a battery of tests at the beginning and end of the term. The tests used were (1) the Stanford-Binet, L-M, 1960 revision, (2) The Illinois Test of Psycholinguistic Abilities, and (3) the Detroit Tests of Learning Aptitude. The objective of the preschool program was to improve the child's self-image, linguistic abilities, social-emotional development, and pre-academic concepts. The test results indicated that the children's IQ scores, psycholinguistic abilities, and learning aptitudes improved. There was no control group used, therefore no conclusion could be expressed as to the value to subjects of such a program compared with no program at all. But it was concluded that Head Start does help those children in need of a Head Start.

Index codes 1 16 23 24 83

257 Cawley, John F.; et al.
Connecticut University. School of Education. Storrs, Connecticut.
An Appraisal of Head Start Participants and Non-Participants: Expanded Considerations on Learning Disabilities Among Disadvantaged Children.
115p.
1968. ED027939

First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purposes of (1) comparing the developmental status of HS and NHS subjects, (2) examining patterns of specific learning disabilities among HS and NHS children, (3) determining the stability coefficients of selected instruments, and (4) analyzing the predictive capabilities and factoral structure of selected evaluative instruments. Group one, the primary Head Start sample, was composed of 54 disadvantaged children who had attended a year-long preschool program and had been tested during that time. Group two, a secondary Head Start sample, consisted of 77 disadvantaged children who had also attended a year-long program but had not had testing experience. The comparison group consisted of 76 non-Head Start disadvantaged children. Available data indicated that HS and NHS children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in the first grade showed the same trend: there were no significant differences between children having participated in HS and not having participated in HS in learning ability. The first grade data also showed that all of the subjects in this study labored under serious learning disabilities.

Index codes 1 8 17 21 81

258 Cawley, John F.; et al.
Performance of Head Start and Non-Head Start Participants at Firs Grade.
Journal of Negro Education, 1970, 39(2):124-131.
HS200067

The literature on the effects of preschool on disadvantaged children and their development is reviewed. This article presents the results of a project comparing the developmental status of Head Start and non-Head Start children in kindergarten and first grade. Intelligence quotients, mental ages, visual perception, learning aptitudes, visual attention span, psycholinguistic development, and reading readiness are among the developmental characteristics measured. A review of the data indicates that differences between Head Start and non-Head Start children are infrequent. The general curriculum approach to Head Start, without planned follow-through, does not appear to yield significant developmental difference between participants and non-participants. Because the overall developmental pattern of these children is replete with deficits, it is suggested that Head Start, instead of compensating for these deficits, should be the beginning of a comprehensive system of education, perhaps beginning as early as age eighteen months.

Index codes 1 21 82

259
Center for Community Research. New York.
Case Studies of the Seven Parent-Child Centers Included in the Impact Study: Atlanta, Detroit, Harbor City, Menomonie, Mount Carmel, Pasco, and St. Louis. Volume I.
140p.
1972. ED084037

Case studies of individual Parent-Child Centers are part of baseline data collected for the impact study of the Parent-Child Center (PCC) program. Seven centers, selected as representative of the national program, are examined. Case studies include descriptions of facilities, the ethnic characteristics of participants, the communities in which they are located, the number of hours children participate in the program, the demands placed on parents for participation, the number of professionals on the staff, stability of leadership, and staff turnover. Descriptions are based on site visits and interviewer's impressions and observations.
Principal Author: Monica B. Holmes.

Index codes 84 2 13 12 15

260
Center for Community Research. New York.
Report on Preliminary Impact Data from a National Survey of the Parent-Child Center Program.
131p.
1972. ED069352

Preliminary data are reported on the impact of the national Parent-Child Center Program (PCC), related to what is termed an immediate criterion of impact. The information summarizes numbers of families served and types of services provided, without evaluative interpretation. Introductory remarks give information on the purpose of the report, background, method of procedure, and instruments used. Chapters then focus on (1) parents: who they are, what they do at the PCC, what has happened as a result of PCC membership, objectives and subjective measures of its impact; (2) children: who they are, what they do, and what has happened as a result of their PCC membership; and (3) staff: who they are, what they do, and the impact of PCC on them. Data are gathered from questionnaires and individually conducted interviews. Principal Authors: Bruce H. Carrier; Monica B. Holmes.

Index codes 83 1 20

261
Center for Community Research. New York.
A Descriptive Report on the Advocacy Components of Seven Parent-Child Centers: How the National Program Looks at Inception.
132p.
1972. HS200169

This document presents baseline findings of the start-up process of the Advocacy component of the Parent-Child Center programs.
Principal Author: Monica B. Holmes.

Index codes 1 12 15 84

262
Center for Community Research. New York.
Case Studies on the Advocacy Components of Seven Parent-Child Centers: How the National Program Looks Six Months After Start-Up.
292p.
1972. ED084039

The case studies in this report describe the Advocacy Components (AC) of seven Parent-Child Centers, giving comprehensive details based on six months of operation. Each site description includes information related to: the community, needs assessment, the relationships with families, family group participation, community resources, project objectives, the relationship of each AC with its Parent-Child Center, and staff organization, background, training, and turnover. Family contact summaries and referral reports are also included. Data tables summarize referrals for all seven AC for the period May-September 1972, and a sample advocacy questionnaire is appended.
Principal Author: Monica B. Holmes.

Index codes 84 1 6 15 12 13

263
Center for Community Research. New York.
Clusterings and the Selection of a Representative Sample of Parent-Child Centers for a Study of the Impact of the National Program.
180p.
1972. ED069353

Thirty-three Parent-Child Centers (PCCs) are grouped into five clusters according to thematic orientation of content or intent for parents' and children's programs in order to provide models which may be viewed as strata in selecting Centers as sampling points for Phase II of the national PCC evaluation--an in-depth study of the project impact on low-income member families at the sample Centers. The rationale is presented for the choice of th particular Center to be studied within each cluster. Seven chapters make up the report, the first describing the techniques used to obtain the clusters. Chapters II through VI describe the five clusters identified, the implications for impact which might be expected as a function of each model, and the characteristics of the Center chosen to represent each particular model in Phase II. Chapter VII summarizes characteristics of PCCs selected as sampling points for the Phase II investigation of impact. Appendices are included on focus and leadership items, variables entered in preliminary clustering attempts, and additional data descriptive of the centers within each cluster.
Principal Authors: Bruce H. Carrier; Monica B. Holmes.

Index codes 2 15 9 12 84

264
Center for Community Research. New York.
Annual Expenditure Allocations of Parent-Child Centers.
31p.
1972. HS200493

As part of a descriptive and evaluative survey of Parent-Child Centers, the Centers' expense patterns were analyzed to assess the relative cost of providing the various services to low-income families, to determine the proportions with which particular expense items are incurred, and to gauge the relative allocation of three support sources (OCD grant, in-kind contributions, other monies). Child education accounts for a third of all budgets, administration takes up over a fifth of total budgets, and parent education accounts for 15 percent of all expenditures. Health, social service, and nutritional functions are the next most costly items, while staff training, program research, and membership recruitment account for 8 percent of budget. Most monies are allocated for staff salaries. Rents comprise the next greatest expense category (9 percent), followed by equipment (7 percent) and supplies, transportation and miscellaneous costs (each requiring about 4 percent of budget). Expenses as reported bear little relationship to the character of a PCC's program. In-kind income tends to be less than national guideline expectations.
Principal Authors: Bruce H. Carrier; Monica B. Holmes.

Index codes 1 9 12 14 82

265

Center for Community Research. New York.
The Impact of the Head Start Parent-Child Center Program on Parents.
340p.
1973. ED088598

This document is the final report of the study of impact on parents of the Parent Child Centers (PCC) which are administered through Head Start, Office of Child Development (OCD). Designed for families whose incomes fall below the federally established poverty levels, the Parent-Child Center program focuses upon meeting the needs of children from the time of conception to age three, and the needs of their parents. The demonstration program explores the feasibility and outcome of having parents involved in a program with their children. This evaluative study of impact on parents centers around the program's primary objectives: to have (1) impact on parenting skills and attitudes, (2) impact on the parents' sense of self esteem and feelings of control over their environment and personal destiny, (3) impact on the parents' knowledge and use of community resources, and (4) impact on the parents' use of health facilities and on their nutrition practices. Based on the findings presented it cannot be said that the PCC program as implemented had a profound effect on the majority of parents served. However, individual parents made some gains as a result of the program.
Principal Author: Monica B. Holmes.

Index codes 1 7 84

266

Center for Community Research. New York.
The Impact of Parent-Child Centers on Parents: A Preliminary Report. Volume II.
331p.
1973. ED084038

This document is the second part of a report based on interim findings of the Parent-Child Center impact study on parents. Interviews were conducted with 354 parents at seven Parent-Child Centers in order to measure (1) parenting (behavior, feelings, and attitudes); (2) self-concept (feelings of control over personal destiny, participation in community events, and interpersonal relationships); (3) knowledge and use of community resources; and (4) health care and nutrition. The program's design and methodology, as well as parents' demographic background information are included. An appendix contains a sample parent questionnaire.
Principal Author: Monica B. Holmes.

Index codes 84 1 15 5 6

267

Center for Community Research. New York.
The Impact of the Head Start Parent-Child Centers on Children. Final Report.
60p.
1973. ED111529

This report presents results of cognitive ability tests administered to 3-to-5-year olds who were graduating from Parent-Child Center (PCC) programs in 14 cities. PCC programs are designed to maximize the potentialities of low income preschoolers through in-center, home-based, or in-center/home-based combination programs. The findings reflected outcomes expected from the educational component. Test scores for the experimental children were compared to national norms on the Preschool Inventory (PSI) and Denver Developmental Screening Test (DDST) and to scores for groups of Home Start children tested prior to their enrollment in Home Start programs in other communities. Descriptions of procedures used included information on tester training, instrument adaptations, testing problems, and validity. Data were subanalyzed by group, rural/urban setting, sex, and age. Scores of PCC children were somewhat better on a majority of items than either national norms or scores of the Home Start comparison group, especially on questions dealing with labelling, concept formation, shapes, and colors. Groups showed minimal differences on the DDST. Overall conclusions indicated that PCC seemed to have an impact on the children enrolled, though the evidence is not statistically strong.
Principal Author: Monica B. Holmes.

Index codes 1 9 21 81

268

Center for Community Research. New York.
Summary of the Research Design and Major Findings Presented in the "Interim Report of the Parent-Child Center Impact Study".
15p.
1973. HS200492

Based on interim findings of the Parent-Child Center impact study on parents, this summary discusses the findings obtained from interviews with 354 parents at seven Parent-Child Centers (PCC). Each subject was ratd as high-involved and low-involved, and these variables were used to test the major hypotheses of the study: The longer a parent has been involved in PCC the greater will be the impact, and high-involved parents will show more impact than low-involved parents. The interviews measured parenting (behavior, feelings, attitudes), self-concept, knowledge and use of community resources, and health and nutrition. The data do not always support the hypotheses stated.

Index codes 1 7 9 15 82

269

Center for Community Research. New York.
The Advocacy Components of Seven Parent-Child Centers: A Final Report on the Start-Up Year.
1973. ED084041

Seven of 33 Parent-Child Centers developed Advocacy Components designed to meet the needs of children from birth to five years. Local service integration and new services were used to meet this goal. this summary report on the advocacy start-up year is based on information collected during four site visits to each program, monthly telephone contact with Advocacy Coordinators, and program statistics received monthly from the programs. Described are the national goals and local program objectives, the families served by the Advocacy Component, relationships between the Advocacy Components and community agencies, and staff training and staff functions.

Index codes 84 1 20

270

Center for Community Research. New York.
The Advocacy Components of Six Head Start Parent-Child Centers: A Final Report.
103p.
1974. ED118244

This report evaluates a three-year-demonstration program in child advocacy, created as part of existing Head Start Parent-Child Centers to meet the needs of children under 5 and their families. Local services were integrated and new services created in a variety of areas (health, housing, education, and welfare) using a primarily paraprofessional untrained staff. Evaluation data were collected from on-site interviews with Advocacy Component (AC) coordinators and staff members, community agency administrators, and randomly selected families served by the ACs as well as from monthly statistical reports on contacts, referrals, staff changes, etc. The report is divided into eight sections: (1) the history and development of the AC program; (2) initial objectives and their changes; (3) activities on behalf of individual families and the relationships between ACs and the families served (including AC population characteristics); (4) family education efforts (e.g., workshops, meetings); (5) agency coordination efforts; (6) staffing patterns, staff functions, training, and turnover; (7) the functional cost data analysis; and (8) conclusions. Generally, the ACs are thought to have accomplished considerable work in their communities and on behalf of individual families, but their achievements were found to fall short of the nine national goals originally set for the program.
Prinipal Author: Monica B. Holmes.

Index codes 1 7 12 13 14 82

Cervenka, Edward J.
For other entries by this author see Index of Co-authors.

271
Chamber of Commerce of the United States, Washington, D.C.
Youth and the War on Poverty: An Evaluation of the Jobs Corps, Neighborhood Youth Corps, and Project Head Start.
58p.
1967? HS100445

This report presents the findings and conclusions of a study commissioned by the National Chamber of Commerce to evaluate the objectives of three programs in the war on poverty-the Job Corps, the Neighborhood Youth Corps, and Project Head Start. The scope and problems of the Head Start program are described. The findings suggest that (1) Head Start has the ability to advance children so they can start school on a more equal footing with children from more advantaged homes, (2) all the benefits of the Head Start program are not retained when the child enters the regular school system, and (3) the training programs for Head Start teachers have not been successful. Recommendations are made to establish a data system to facilitate follow-up and improvement of tha program, to integrate Head Start into the regular school system, and to conduct congressional committee hearings on preschool education.

Index codes 1 11 12 17 82

272 Chambers, Janice S.; et al.
Southern Illinois University. Department of Linguistics. Carbondale, Illinois.
Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1.
7p.
1977. ED144404

This study investigated the effects of interference of a native dialect in the acquisition of a second dialect. Four groups of subjects were used: five White preschool children from an integrated nursery school, five Black preschool children from a Head Start program, five White, middle-class 16-, 17-, and 18-year-olds, and five Black 16-, 17-, and 18-years olds from the University of Cincinnati's Upward Bound Program. Subjects listened to a tape of twenty sentences, ten in Black dialect and ten in standard English, and were asked to repeat what they heard. The changes or errors were evaluated according to the nine factors listed by Baratz (1969). The study found that: (1) native speakers can reproduce their own dialect better than non-native speakers; (2) each group experienced a significant amount of interference from their native dialect in an attempt to speak the second dialect; (3) both groups at the same age level made approximately the same number of changes with their native and second dialects; and (4) neither Black nor White children are usually bi-dialectal, but competency increases with age.

Index codes 1 23 81

273 Chandler, Marvin; et al.
Rochester Area Council of Churches, Inc. Rochester, New York.
Project Head Start and the Culturally Deprived in Rochester, New York: A Study of Participating and Non-Participating Families in Areas Served by Project Head Start in Rochester. Final Report.
114p.
1966. ED013669

A community profile of Rochester, N.Y. cites history, present community characteristics, and current improvement programs as they relate to cultural deprivation and an anti-poverty program. To determine what effects historical, economic, political, ecological, and social forces have upon Head Start children, matched groups of eight Head Start families and eight non-Head Start families were interviewed concerning attitudes toward political parties, police, church, and Head Start and concerning expectations for their children's Head Start participation, for the anti-poverty program, and for the future. Other factors including educational levels, speech clarity, socialization, family relationships, home condition financial status, and mobility were also asked about. Conclusions were that Head Start did not reach the more severely cuturally deprived. Recommendations were that an anti-poverty program stress increase in income, that increased use be made of indigenous persons, that Head Start families be compensated for participation, and that realistic evaluation be made of current programs.

Index codes 81 1 6 7

274 Chaplan, Abraham A.; Platoff, Joan.
Center for Urban Education. New York.
Preschool Child Development Program (Head Start) in Disadvantaged Areas of New York City-Summer 1967. Evaluation of New York City Title I Educational Projects 1966-67.
120p.
1967. ED094882

This program evaluation of the 1967 summer Head Start Program examines data in these areas: (1) program functioning; (2) student gains and school readiness; (3) parent involvement; and (4) ancillary services. The report evaluates 720 classrooms which contained 23,000 children and utilized 51 supervisors, 260 head teachers, 728 group teachers, and 8,100 subprofessional staff. Methods of assessment included systematic observation, questionnaires, and interviews. Also used as sources of information were intelligence tests given to a subsample of the students, surveys of staff files, and Board of Education Head Start files and meetings with head staffs, supervisors, and parent groups. Many of the forms used for assessment are found in the appendixes. Results of the data indicate that the program was successful in achieving its stated aims. Conclusions are discussed and recommendations made in terms of administration and communication, staffing, equipment and space, program success rates, parent involvement, child progress and school readiness, and ancillary programs which include social, psychiatric, psychological, medical, and dental services. The durability of the results can be measured only in a follow-up study.

Index codes 1 15 12 21 20 83

Chapman, Judith E.
For other entries by this author see Index of Co-authors.

275 Charms, Vernon; Butts, Bobbye.
State University of New York. Urban Center. Brooklyn, New York.
The Family Education Project, Brooklyn, New York. The Urban Community College Project Series, Number 3.
65p.
1971. ED054278

The Family Education Project in Brooklyn was designed to involve selected volunteer families of children enrolled in Head Start. The original proposal foresaw a project of three years' duration, with three separate groups of families participating, so that comparative measurements could be taken on the children in each cycle, as well as on the other family members. However, the project was never renewed and only lasted a year. The core of the program itself consisted of courses for the adults and a variety of educational activities for all members of the families. In this evaluation report, various aspects of the program are described and analyzed: the problem areas, the staff, the budget, etc. Some of the conclusions of the report are: (1) public assistance families are interested in and will participate successfully in an educational skills program leading to gainful employment and can thereby become fully self-sustaining; (2) parents will surmount formidable obstacles to participate in an education program which they are convinced has value for them; and, (3) self-awareness, confidence, appearance, and family relationships are improved.

Index codes 1 15 81

276 Chertow, Doris S.
Project Head Start: The Urban and Rural Challenge.
Dissertation Abstracts International, 1969, 29(11-A):4082.
HS100068

This dissertation presents a comparative analysis of Head Start projects functioning during the 1966-7 school year in both upstate New York urban and rural school districts. Objectives include: identification of the social and educational aims of the Head Start program; isolation of the demographic, socio-economic, and political variables that affect project administration in communities characterized by differing degrees of urbanization; and analysis of urban-rural factors in program inputs and outputs.

Index codes 1 6 12 83

Chertow, Doris S.
For other entries by this author see Index of Co-authors.

277 Chesteen, Hilliard E., Jr.; et al.
Community Advancement, Inc. East Baton Rouge, Louisiana.
Effectiveness of the Head Start Program in Enhancing School Readiness of Culturally Deprived Children.
170p.
1966. ED020771

To study the effect of a 6-week Head Start program on the school readiness of 81 culturally deprived children in East Baton Rouge Parish, Louisiana, comparisons were made between head start and nonculturally deprived children. IQ scores and cultural-sociological-economical status influence upon school readiness were studied. All children involved were given the primary mental abilities test (PMA), which measures verbal meaning, number facility, perceptual speed, and spatial relations. Pretests and posttests were given to Head Start children. Both Head Start and control groups were tested at the beginning, middle, and end of the first school year. Control Group I (28 middle and upper class white and negro children, matched with the Head Start group by age and geographical locale) was used to see how well head start children could approximate the school capacity or IQ of the nonculturally deprived. Control Group II was made up of 126 classroom peers scores (86.56 to 99.53) from the beginning of the program to the end of the first school year. The greatest gains, as measured by PMA subtests, were in the areas of perceptual speed and number facility. During their first term in school, gains were in these same areas. Therefore, Head Start had a positive influence on school readiness, although it did not enable the culturally deprived children to reach the school readiness level of the nonculturally deprived.

Index codes 1 24 81

Chesterfield, Ray.
For other entries by this author see Index of Co-authors.

278
Chicago Board of Education. Chicago, Illinois.
Project Head Start, Report on the Prekindergarten Program, 1965.
1965. ED021611

This report lists the goals of the Head Start project and describes its organization and procedures. A brief introduction describes the need for preschool education in Chicago and past and present programs which have attempted to meet the need. The report describes the children's social and economic deprivation. More attention, however, is given to personnel, such as staff selection and training, various components of a team of teaching aides, and the identification and services of volunteers. The document describes the school room, the pattern of daily activities, and the purpose and structure of curriculum and of special field trips. In addition, the report gives a description of the program's health services. A section on the evaluation program discusses results based on pretests and posttests, observations of many personnel involved, and health reports. The report contains numerous illustrations of children, toys, and equipment.

Index codes 1 12 13 20 81

279

Chicago Univ. Head Start Evaluation and Research Center. Chicago, Illinois.
Head Start Evaluation and Research Center, The University of Chicago. Annual Report, 1966-1967.
227p.
1967. ED023445

This document contains six studies concerned, primarily, with the effect of maternal influences and attitudes on preschool children. The subjects were lower class Negroes, whites, and Seminole Indians. The titles of the studies are as follows: (A) Maternal Influences Upon Development of Cognition, (B) Maternal Antecedents of Intellectual Achievement Behaviors in Lower Class Preschool Children, (C) Cognitive Interaction Between Teacher and Pupil in a Preschool Setting, (D) The Interaction of Intelligence and Behavior as One Predictor of Early School Achievement in Working Class and Culturally Disadvantaged Head Start Children, (E) Comparative Use of Alternative Modes for Assessing Cognitive Development in Bilingual or Non-English Speaking Children, and (F) Socialization into the Role of Pupil.
Principal Author: Virginia C. Shipman.

Index codes 99 83

280

Chicago University. Chicago Early Education Research Center. Chicago, Illinois.
Predicting School Outcomes From Observations of Child Behavior in Classrooms.
24p.
1973. ED128426

A modified Montessori nursery school program operating in a private urban school serving a racially heterogeneous population was evaluated. The project called for investigating the educational effects of the program on both Head Start and middle-class children. The impression was that children participated in the project differentially. That is, they had unique patterns of work and play when they were given a choice of different activities. The evaluation procedures spanned the entire school year. Tests were administered to a total sample of 58 children, divided equally by social class during the first and last month of the school year. The classroom observations were recorded for a subset of this group, which contained 43 children. This sample of 43 children was also equally divided by social class. Each Head Start child was pair-matched to the extent possible on age, sex, classroom, and previous school experience with a middle-class child. Twenty six of these children were above four years of age and received the Wechsler Preschool and Primary Scale of Intelligence and the Stanford-Binet, L. M. The remaining children received the Merrill Palmer Scale of Mental Tests and the Stanford-Binet. Classroom observations were conducted during the period between testings. Findings are discussed in terms of the observational data, the test data, and the relationship between the two.
Principal Authors: Alfred L. Karlson; Susan S. Stodolsky.

Index codes 1 13 24 83

281

Child Development Associate Consortium. Washington, D.C.
Toward an Assessment System: Efforts to April 30, 1974.
7p.
1974. HS200530

This booklet provides information on the field test of a prototype competency-based CDA assessment system. The CDA Consortium believes that a local assessment team is the key to a valid assessment. The roles and responsibilities of assessment team members are described here.

Index codes 2 12 82

282

Children First, Inc. Washington, D.C.
Head Start Home-Based Programs: A Preliminary Report.
1976. HS200804

Results of a 1976 nationwide telephone survey conducted for the Office of Child Development are designed to show the extent of services to the Handicapped in Head Start programs. Data cover distribtuion of handicapped children in programs, their distribution in home-based and center-based options, the distribution of home-based options in Head Start, numbers of children moving from home-based to center-based options or attending centers in addition to home-based programs, and sources of staff training.

Index codes 1 8 9 12 20 83

283

Children First, Inc. Washington, D.C.
Status of the Home-Based Effort Within Head Start.
60p.
1977. ED153730

This status report is an attempt to provide a comprehensive picture of Head Start home-based programs which aimed at helping parents provide children with the same kinds of activities and support in their own homes that children would receive in any quality child development center. Data was collected through: (1) Children (1st) First, Inc.'s telephone survey of 56 home-based programs, and (2) 20 site visits (two to three days each) to selected Head Start home-based programs conducted by CFI staff and consultants. Survey findings, as well as insights, conclusions, and recommendations based on these findings and input from national and regional Office of Child Development (OCD) staff members, site visitors, consultants and the staffs of the Home Start Training Centers (HSTC) comprise the report. Appendices include lists of Home Start Training Centers; Head Start site visit consultants; home-based programs visited; and examples of the forms used in the survey.

Index codes 1 9 12 20 82

284 Chissom, Brad S.; Thomas, Jerry R.
Relationship Between Perceptual-Motor and Academic Measures for Disadvantaged Pre-School Children.
Perceptual and Motor Skills, 1973, 36:152-154.
HS200531

In this study, the authors sought to determine the relationship between perceptual motor development and academic development. Inspection of the collected data indicated that the Shape-O Ball Test correlated significantly with composite teacher ratings, but not with the Otis-Lennon MAT. These results disagree with previous research performed by the authors in which higher correlations were found between the Shape-O Ball Test and both criterion measures.

Index codes 82 1 21

285 Chorost, Sherwood B; et al.
Wakoff Research Center. Staten Island, New York.
An Evaluation of the Effects of a Summer Head Start Program.
82p.
1967. ED014327

This project was conducted to investigate the effect upon disadvantaged children of a Head Start program and the after-effect of that program on the subjects' subsequent performance in kindergarten and first grade. Measures of aptitude and achievement were taken during the first two weeks and last two weeks of the eight week Head Start program, during the third month of the subjects' first year of formal school, at the completion of that first year, and during the first six months of their second year of school. Results of testing during the Head Start program showed substantial gain in all performance areas between the two testing periods. No control group was used. Therefore, no experimentally based conclusion could be made as to whether the gain was due to the Head Start experience or to a simple passage of time and resulting general development. Measures of performance after the subjects entered school showed no significant gains by Head Start pupils over non-Head Start pupils. The only real distinction was in school attendance, in which Head Start pupils did better. The fact that the experimental subjects showed high gains during the Head Start program but failed to evidence such gains in the formal school situation was explained in part as due to the fact that the children were emotionally unready at the beginning of the Head Start program to be tested by relative strangers in unfamiliar surroundings. It is hypothesized, therefore, that the children scored uncharacteristically low.

Index codes 1 15 17 19 21 82

286 Cicirelli, Victor G.
The Relevance of the Regression Artifact Problem to the Westinghouse-Ohio Evaluation of Head Start: A Reply to Campbell and Erlebacher.
In: Hellmuth, Jerome. Disadvantaged Child: III. Compensatory Education: A National Debate. New York: Brunner/Mazel, 1970. p.211-215.
HS200455

In this reply to a paper by Campbell and Erlebacher on the biasing effects of matching or covariance techniques in ex post facto or quasi-experimental evaluations of compensatory education programs, the author defends the analyses of the 1969 Westinghouse/Ohio study of Head Start. The Westinghouse/Ohio study used the Hollingshead Index of socioeconomic status as the covariate. Describing the Head Start and control populations sampled, the author states that the conditions in the Westinghouse study do not imply a bias from regression effects which would be large enough to alter significantly the negative outcomes of the Westinghouse study. The feasibility of true experiments, as proposed by Campbell and Erlebacher, is questioned.

Index codes 2 12 21 82

287 Cicirelli, Victor G.; et al.
The Impact of Head Start: A Reply to the Report Analysis.
Harvard Educational Review, 1970, 40(1):105-129.
HS200072

This is a reply to an article by Smith and Bissell on the impact of Head Start in which the authors dispute both the criticisms of the Westinghouse methodology and the re-analysis of the data.

Index codes 2 12 82

288 Cicirelli, Victor G.; et al.
Performance of Disadvantaged Primary-Grade Children on the Revised Illinois Test of Psycholinguistic Abilities.
Psychology in the Schools, 1971, 8(3):240-246.
EJ041333

Results of the Study indicate that the strongest abilities of the children graduated from Head Start centers are least correlated with readiness and achievement, while their weakest abilities are most correlated. The abilities that are highly related to school achievement are those in which they show the greatest deficiency.

Index codes 1 21 81

289 Circirelli, Victor G.
Transactional Evaluation in a National Study of Head Start.
In: Rippey, R. M., ed. Studies in Transactional Evaluation.
Berkeley, California: McCutchan; 1973. p.142-156.
HS200071

This is a discussion of the use of transactional evaluation techniques in national summative evaluations such as the Westinghouse/Ohio University national evaluation of Head Start.

Index codes 2 12 82

Cicirelli, Victor G.
For other entries by this author see Index of Co-authors.

290
Claiborne County School District. Port Gibson, Mississippi.
Interpersonal Relations and Reading Improvement. Project Evaluation.
1969. ED050908

A series of programs in Claiborne County, Mississippi, designed to improve interpersonal relations and preschool and first-grade reading instruction was evaluated. Part of a plan designed to aid majority Negro rural isolated school districts, these programs consisted of (1) inservice training for teachers, (2) a preschool readiness program using the Readimobile unit, (3) the utilization of Open Court Correlated Language Arts Program for reading improvement, and (4) the Ojemann Program teaching human behavior understanding. Data were collected on these programs and treated by various statistical methods. Major results of the analysis revealed that (1) there was a significant increase in 1968-69 preschool readiness scores when compared to 1967-68 scores, (2) participants of the Readimobile program scored at a significantly higher level on readiness tests than did Headstart participants, (3) the reading achievement of first graders did not increase significantly, (4) the relationships between readiness scores and first-grade achievement scores was significantly higher in 1968-69 than in previous years, (5) students showed a significant increase in the application of the causal approach to human behavior, and (6) teachers rated "parental support" as their most pressing problem and "motivation to learn" as their least pressing concern. Appendixes and tables are included.

Index codes 1 22 81

291 Clarizio, Harvey F.
Maternal Attitude Differences Associated With Involvement in Project Head Start.
Dissertation Abstracts International, 1966, 27(7-A):2063.
HS100073

This study investigated the influence of school-home programs for the deprived on attitudes toward education and the school.

Index codes 1 9 15 83

292 Clark, Ann D.
A Longitudinal Investigation of Selected Characteristics in an Economically Disadvantaged and Nondisadvantated Head Start Population.
Dissertation Abstracts International, 1969, 30(12-A): 5310.
HS100074

This study investigated the relationship of auditory discrimination ability to socioeconomic status in young children without previous school experience, and the effect of a language based program on this relationship.

Index codes 1 13 23 83

293 Clark, Carlean M.
Affects of the Project Head Start and Title I Pre-School Programs on Vocabulatory and Reading Achievement Measured at the Kindergarten and Fourth Grade Levels.
Dissertation Abstracts International, 1979, 40(4-A):1831-1832.
HS200641

There are currently two preschool programs available to Detroit area children--Project Head Start, implemented in 1965, and Title I Pre-School, implemented in 1972. These programs share similar curriculum plans and both place specific emphasis on the development of positive self-concepts for their participants. The programs vary in their admittance requirements. Participants in the Project Head Start program must be products of a poverty level income family. Title I Pre-School, however, accepts all children who test to be educationally deprived, regardless of socioeconomic background. The following conclusions were suggested by the analyses of data: 1. The Project Head Start program appeared to have a positive impact on program participants at both the kindergarten and fourth grade levels. 2. Participants in the Title I Pre-School program appeared to make no significant gains over non-participants at either the kindergarten or fourth grade level. 3. No significant difference was measured between the Project Head Start or Title I Pre-School programs.

Index codes 81 1 11 21

294 Clark, Vernon L.; Graham, Frank P.
The Case for Black College Sponsorship of Head Start Programs.
Journal of Negro Education, 1975, 44(4):476-481.
HS200075

Rationale supporting the case for black college sponsorship of Head Start programs is presented. The authors assert that black institutions of higher learning should champion the cause of black education. These institations would be the most familiar with factors germane to education of Blacks. The presence of a Head Start population on black college campuses would stimulate more substantive research on basic educational issues of relevance to blacks and educators. An on-site program would have a positive effect on the developing self-concept of the children and would provide an asset to teacher education programs. Practicum experiences could be more easily observed, planned, coordinated, and evaluated. Black sponsorship of Head Start programs could offer to Head Start staff and children the resources of the college's faculty and facilities, as well as maintain relationships with the community the school serves.

Index codes 3 20 82

295 Clark, Vernon L.; Johnston, Sonya P., comp.
North Carolina University. Chapel Hill, North Carolina.
Description of Projects: Developing Strategies for Integrating and Delivering Services to Handicapped Children in Head Start Programs.
359p.
1974. ED136505

Provided are separate reports on 14 Head Start programs offering strategies for integrating and delivering services to handicapped children. Information is given on programs in the following locations: Brighton, Colorado; Lawrence, Kansas; Norfolk, Virginia; Portland, Maine; Cooperstown, New York; Crow Agency, Montana; Anchorage, Alaska; Bristol, Florida; Tucson, Arizona; Portage, Wisconsin; Seattle, Washington; Chapel Hill, North Carolina; St. Paul, Minnesota; and Stigler, Oklahoma. Reports usually include sections on the project's philosophy; intervention strategy (such as handicapping conditions served, geographical area served, recruitment, screening and diagnostic procedures, plan for integration, daily activities, services, parent involvement, and staff training); staff roles and skills (job titles and responsibilities); and community and regional resources. Program plan outlines which cover the target, goal, outcome objectives, activities, and evaluation are also provided for most of the programs.

Index codes 1 8 20 81

296 Clasen, Robert E.; et al.
A Comparison of the Relative Effectiveness of Two Types of Preschool Compensatory Programming.
Journal of Educational Research, 1969, 62(9):401-405.
EJ005701

This article is from a special 8-part series, describing the individual summer experiences of 79 typical elementary teachers.

Index codes 1 13 81

297 Clayborn, Carmen Webb.
Arkansas University. Little Rock, Arkansas.
A Study of a Clinician Designed Language Screening Test for Headstart Children. (Thesis).
36p.
1977. HS200878

This research examined one aspect of the validity of an orig
screening instrument. The study investigated the appropriat
cut-off score of 23 for identifying 3-year old, 4-year old a
subjects in need of language assessment. The test was compo
items from the Utah Test of Language Development (1967), the
Comprehension of Language (1973), and informal observations
screening items. The subjects were 575 Head Start children
administered the test from September 1975 to October 1976.
indicated that 23 is an adequate score to identify 5-year ol
referral. The data suggest that 14 is an appropriate cut-of
olds and 21 is the recommended cut-off score for 4-year olds
indicated that the screening tool should be reorganized and
deleted where utilized with 3-year-old and 4-year-old subjec

Index codes 82 1 23

298 Cleveland, Patsy.
A Head Start for Patsy.
American Education, October 1969, p.19.
HS100535

In this one-page article, a Head Start volunteer recounts her experiences in the classroom. She describes the reaction of three students, Lisa, Joann and Gertie, to the Head Start environment. Lisa was able to overcome her temper tantrums, Joann her reluctance to join in games, and Gertie her inability to pay attention for extended periods of time.

Index codes 3 19 82

299 Cline, Marvin; Dickey, Marguerite.
Howard University. Washington, D.C.
An Evaluation and Follow-Up Study of Summer 1966 Head Start Children in Washington, D.C.
81p.
1968. ED020794

The experimental group in this study was 112 kindergarten children from 11 Head Start centers. In order to assess the value of the Head Start program, the measurement of the experimental group taken during the Fall was compared to a measurement of non-Head Start kindergarten children tested about the same time. At least four months after the pretesting, posttests were administered. The pretest battery consisted of the Stanford-Binet (S-B) and two forms of the Peabody Picture Vocabulary Test (PPVT). The posttest battery consisted of (1) S-B, (2) PPVT, both forms, (3) The Behavior Inventory, and (4) the Metropolitan Reading Readiness Test. The most significant results were (1) no differences were found between the scores of the experimental group and the scores of the control group, (2) the children showed significant improvement between pretest and posttest periods only on the receptive form of the PPVT, (3) the children consistently demonstrated higher scores on the S-B than on the receptive PPVT, and (4) the performance of the kindergarten children appeared to be affected by which school they attended and which teacher presided in the classroom. Also 160 Head Start children, who were too young to start kindergarten, were tested in their homes and will be used for a follow-up study.

Index codes 1 19 22 23 24 81

300 Cline, Marvin G.; et al.
Virginia Polytechnic Institute and State University. Blacksburg, Virginia.
Secondary Analysis of the Data From the Evaluation of the transition of Head start Children Into Public Schools. Executive Summary.
42p.
1980. ED206381

The results of the secondary analysis of data obtained in a study of Head Start graduates in the public schools are summarized in this report. Due to unforeseen circumstances, the original longitudinal research design was not fully implemented, and the study was constrained to one administration of a test battery to first-grade students. The primary analyses of that data are reported in "A National Survey of Head Start Graduates and Their Peers" (ED 152 422-423): it is recommended that both the original study and the secondary analysis be read sequentially for a coherent picture of the full study. Questions addressed in the secondary analysis focus on (1) Head Start curriculum emphasis, (2) ethnic composition of families served by Head Start, (3) ethnic composition of staff participating in Head Start, (4) Head Start Center sponsoring organizations, (5) parent involvement in Head Start, (6) preschool experiences of children who did not attend Head Start, (7) performance of Head Start children in public schools, (8) teacher perceptions of Head Start children, (9) interrelationships among predictors of child outcomes, (10) characteristics of high-income Head Start families, (11) parent characteristics associated with parent involvement, and (12) length of enrollment as a factor in child outcomes. In conclusion, main results of the transitional study are summarized.

Index codes 82 1 21

301 Cline, Marvin G.; et al.
Virginia Polytechnic Institute and State University. Blacksburg, Virginia.
Secondary Analysis of the Data From the Evaluation of the Transition of Head Start Children Into Public Schools. Final Report.
295p. (ED206380).
1980. HS200439

This executive summary highlights the findings of a secondary analysis of transition data obtained in a national study of the contribution of Head Start to the performance of Head Start children in the first year of public school education. The twelve research questions focused on (1) Head Start curriculum emphases, (2) ethnic composition of families served by Head Start, (3) ethnic composition of staff participating in Head Start, (4) Head Start center auspices, (5) parent involvement in Head Start, (6) preschool experience of non-Head Start children, (7) performance of Head Start children in publich school, (8) teacher perceptions of Head Start children, (9) a model of interrelationships among predictors of child outcomes, (10) characteristics of high income Head Start families, (11) parent characteristics associated with parent involvement, and (12) length of enrollment as a factor in child outcomes.

Index codes 1 13 15 12 21 82

Cline, Marvin G.
Clinton, Charles J.
For other entries by these authors see Index of Co-authors.

302 Clough, J. R.
Compensatory Education Programmes: A Review of Research.
Australian Journal of Education, 1972, 16(3):262-278.
HS200078
This is a review of compensatory education programs for infants, preschool and primary children.

Index codes 1 13 82

Coelen, Craig.
Coffey, Linda W.
For other entries by these authors see Index of Co-authors.

303 Cohen, Bonnie R.; Yonkers, Ann H.
RMC, Incorporated. Bethesda, Maryland.
Evaluations of the War on Poverty: Education Programs. RMC Report
146p.
1969. ED041979
The major anti-poverty educational programs are evaluated in this report by comparing those operated by the Office of Economic Opportunity (OEO) with those in the Department of Health, Education and Welfare (DHEW) affecting a similar target population. A comparison of OEO Head Start with DHEW Title I preschool programs indicated that: (1) Title I funds at local level are spent on programs enrolling a lower percentage of the poor; (2) more than three fourths of Head Start participants seemed to be receiving medical and dental examinations; (3) Head Start classes are approximately half Title I class size and involve a larger number of operating personnel per class; and, (4) Head Start offers a variety of preschool services and is more costly than Title I. A comparison of OEO and DHEW Adult Basic Education programs revealed that in general the OEO program was more expensive and more employment-oriented than the DHEW program. Relating to the effectiveness of Upward Bound, it appeared that most students selected were underachievers who meet income qualifications, that college admission rates and retention rates among enrollees indicate marked program success, and that the program ranks as one of the more successful anti-poverty efforts.

Index codes 1 12 17 20 14 81

304 Cohen, Marcia F.
Effects of Cueing and Overt Responding in Films Designed for Preschool Children.
16p.
1971. ED067160
Four experimental Super 8 mm sound motion picture films were designed and produced for presentation in a 2x2x2 factorial research model to test the effects of mode of response and stimulus conditions in films for preschool children. Subjects were 40 children (22 males and 18 females) in a Headstart Program in San Pedro, California, divided so that there were ten in each treatment condition and five in each age group. Findings revealed a significant difference (p. 05) in favor of those groups receiving treatments in which an overt response was required. It was also found that the developmental age effected the cueing variable in diverse ways at upper and lower levels of preoperation. The results are discussed in terms of Piaget's construct of the preoperational learner.

Index codes 1 13 26 21 83

305 Cohen, Shirley.
Integrating Children With Handicaps Into Early Childhood Education Programs.
Children Today, 1975, 4(1):15-17.
HS200079

This is a discussion of the effects of integrating handicapped children in preschool programs such as Head Start. The feelings of both the handicapped children as well as the regular children and teachers are explored.

Index codes 1 8 82

306 Cohnstaedt, Martin L.; Irons, Peter H.
Antioch College. Yellow Springs, Ohio.
The Impact of Operation Head Start on Greene County, Ohio, An Evaluation Report.
296p.
1966. ED020772

This report presents a description of the impact of the Summer 1965 Head Start program in Greene County, Ohio, on groups of persons having some contact with it. The report does not attempt to assess the effect the program had on the children participating in it. Initial sections of the report provide an introduction, describe the planning of the program, and describe the program itself. Subsequent sections assess the reactions of the families of participating children, personnel in agencies providing services to the children, personnel in the medical and dental program, participating and nonparticipating teachers, elementary school principals, school superintendents, and school board members. A final section assesses the countywide impact of the program. Six appendixes present additional information on the teachers, questionnaires used in the study, a summary report of the medical and dental evaluations, and program planning materials.

Index codes 1 6 15 20 81

307 Coker, Necia H.
Profile Analysis: Head Start Supplementary Trainee.
Dissertation Abstracts International, 1974, 35(7-A):4121.
HS200080

Conducted to determine the degree of personal growth of the Head Start Supplementary Trainee, to examine the persistent personal characteristics revealed in the trainee profiles, and to collect descriptive data in the program on institutional change, this study of trainees in the Detroit area provides some measure of adequacy or inadequacy of the training program and offers indications for further research and implications for curriculum development in institutions of higher learning. Background information on the Head Start concept and the Head Start Supplementary Training program is provided along wih a description of the Detroit model. Research literature written since 1962 is reviewed. Described are the method of study and procedures used, including the programmatic setting, selection of trainees, instrumentation, procedures for data collecion, data processing and analysis. Data were derived from profile analyses, semi-structured interviews, statements from key personnel, eligibility lists, and other program materials. Included in the appendices are a career development plan, forty recommendations of the paraprofessional training project, an overview of paraprofessional training, and a listing of training programs available to Head Start aides.

Index codes 1 12 83

308 Colarusso, Ronald P.; et al.
Teacher Effectiveness in Identifying High-Risk Kindergarten Children.
Journal of Learning Disabilities, 1979, 12(10):684-686.
EJ223738

Teacher effectiveness in identifying children "at risk" for learning problems was studied with five Head Start teachers. Results showed that, after training in classroom observation techniques, paraprofessional teachers are capable of identifying developmental delays in children.

Index codes 1 12 8 81

309 Colarusso, Ronald; et al.
Predicting First-Grade Achievement Through Formal Testing of 5-Year-Old High-Risk Children.
Journal of Special Education, 1980, 14(3):355-363.
EJ234327

The predictive ability of 10 developmental variables measured at age five to predict academic achievement at the end of first grade was studied with 40 Head Start children.

Index codes 2 21 81

310 Coller, Alan R.; Guthrie, P. D.
Educational Testing Service. Princeton, New Jersey.
Self-Concept Measures: An Annotated Bibliography.
11p.
1971. ED051305

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests.

Index codes 2 16 21 83

311 Collins, Camilla.
California State Department of Education. Sacramento, California.
The Itinerant Teacher.
10p.
1970. ED045191

The use of a traveling teacher is one solution to the problem of providing on-the-spot training for Head Start teachers in small rural communities in remote regions of northern California. The State Department of Education, funded through a grant to Chico State College, implemented a staff development program whose chief feature was use of an itinerant teacher who spent one week in each of eight classrooms in six counties. In addition to giving practical helps in class, she taught a workshop course for which Chico granted one unit of lower division credit. The classes visited differed greatly in size, structure, ethnic composition and staff background. The teacher responded to each center's particular needs and wishes, working with both teaching and nonteaching personnel to help them plan and evaluate daily activities, arrange schedules and room organization, use classroom and community resources more creatively, and develop techniques helpful in working more effectively with children and parents. The itinerant teacher, on an extended contract, later prepared a manual to be used in those classrooms where she had worked. Recommendations for the continuation of the program and specific suggestions for its improvement are made.

Index codes 1 12 13 83

312 Collins, Raymond C.
Office of Child Development (DHEW). Washington, D.C.
Assessing Innovations in Child Development.
82p.
1976. HS200081

An analysis of evaluations of child development innovations was conducted using the Gilbert, Light and Mosteller approach to rate the quality of the innovation and assess the methodology of the evaluation. This study focuses on the effectiveness of child development innovations, short term and long-term effects on intended beneficiaries, and the identification of improved methods of experimentation and evaluation. The descriptions of innovations include 10 randomized and 14 nonrandomized controlled field trials, including Head Start, Head Start Planned Variation, Follow Through, and Head Start Graduates in School, New Haven. The findings are discussed and recommendations are offered. The appendix illustrates how intelligence tests were used.

Index codes 1 20 12 21 84

313 Collins, Raymond C.
Home Start and Its Implications for Family Policy.
Children Today, 1980, 9(2):12-16.
EJ230757

This article presents the goals and objectives of the Home Start Program, a description of the program, evaluation results, dissemination and replication outcomes, and results of a longitudinal research study of Home Start. The article concludes with implications for family policy as inferred from findings regarding Home Start.

Index codes 1 9 81

314 Collins, Raymond C.
Princeton University. Princeton, New Jersey.
Children and Society: Child Development and Public Policy.
(Dissertation).
183p.
1981. HS200020

This dissertation explores the role of science in the formulation of public policy for children. The author asserts that theoretic understandings of how children learn and develop and scientific evidence on what programs work and why should play a more important role in the formulation of public policy for children. This study examines the research and evaluation data concerning Head Start, Follow Through and day care in order to determine what existing scientific evidence reveals about successes and failures. Social competence rather than superior performance IQ tests is viewed as the goal of child development and early education programs.

Index codes 3 20 21 16 10 18 82

Collins, Raymond C.
For other entries by this author see Index of Co-authors.

315

Colorado State Department of Education. Denver, Colorado.
Colorado Early Childhood Study.
191p.
1976. ED134338

The Colorado State Board of Education allocated Title IV-V funds in 1975 for a study of the status of early childhood education in Colorado. The purposes of the study were to: (1) gather data relevant to early childhood education on the status of all children from birth through age 5; (2) identify needs of children of this age within the state; and (3) identify and suggest possible approaches to meeting the needs of Colorado children in this age group. This study is intended to furnish basic data that can be used to design plans to serve the educational and child care needs of children from birth through age 5. This study focuses mainly on the situation of children, outside the home, that is, in prekindergartens in public schools, public and privately operated day care homes and centers, and Head Start programs. The health and nutritional status of children in Colorado is also investigated. Included are chapters on prekindergarten public school programs (including those for children with special needs), child care, Head Start, health care, parent education and involvement and higher education. Detailed appendices include data on prekindergarten programs, child care, Head Start programs, health care, higher education and demographic data.

Index codes 1 20 81

316

Columbia University, Teachers College. New York.
Head Start Evaluation and Research Center, Teachers College, Columbia University. Annual Report (1st), September 1966-August 1967. (Title Supplied).
32p.
1967. ED020781

Complete evaluation data were gathered in 162 children in 23 classes in nine Head Start centers. Five areas explored were--(1) item analysis of evaluation tests--Stanford-Binet and the Caldwell-Soule preschool inventory, (2) comparison of age-matched groups--43 matched pairs within the Head Start population (there were no significant differences on the Zigler Behavior Inventory except that the control group received more favorable ratings in the area of jealousy), (3) follow-up of children formerly enrolled in a pre-kindergaten program--20 matched pairs of second graders (data collected from school records of achievement in reading, writing, and arithmetic showed no significant differences between control children and children who had attended pre-kindergarten), (4) children's conceptual development and language comprehension (results indicated that when verbal instructions are to be followed, syntax, temporal order of elements, and semantics guide children's actions), and (5) exploratory work on blockbuilding as a cognitive indicator (protocols were collected on the manipulative and verbal behavior of 100 children). Seven tables relevant to the above five areas are included in the report, although portions of the report are not available from EDRS.
Principal Author: Robert L. Thorndike.

Index codes 1 19 21 83

317
Columbia University. Teacher's College. New York.
Teachers College, Columbia University; Head Start Evaluation and Research Center. Annual Report. (2nd).
31p.
196[illegible]. HS100524

This report summarizes the activities during the second and final year of the Head Start Evaluation and Research Center at Teachers College, Columbia University. Data were gathered in four Centers and sixteen classes. Tables illustrate pre-test and post-test results. The research activities were largely preliminary and included block-building as a test task and a pilot study on class-inclusion, a problem studied by Piaget in Switzerland. The results were compared with those of Piaget. The relation between children's conceptual development and their comprehension of language was investigated in hopes of discovering general principles governing language learning. Examined were comprehension of single statements, comprehension of sequences of statements, and comprehension of single words.

Index codes 1 23 82

318 Condry, Sandra; Hayes, William A.
The Urban Institute for Human Services, Inc. San Francisco, California.
Report on Pilot Test of Impact and IN-Depth Measures: Child and Family Mental Health Project.
1981. HS200015

This report describes the pilot testing of impact and in-depth measures to be used in Phase III evaluation of the Head Start Child and Family Mental Health Program. The impact evaluation determines the effects of two primary prevention models of service and activities while the in-depth evaluation assesses the effect of primary preventive activities on Head Start children, families, staff and center atmosphere. The pilot studies were carried out at two control sites and at two experimental programs -- a Mental Health Worker Model in Georgetown, Texas, and a Community Resource Model in Indiana, Pennsylvania. Sample selection -- observational schedules, and the training of field staff consisting of site monitors, observers, and interviewers, as well as the measures and instruments used are described.

Index codes 2 5 82

319 Conners C. Keith; Waller, David A.
Johns Hopkins University, School of Medicine. Baltimore, Maryland.
A Follow-Up Study of Intelligence Changes in Children Who Participated in Project Head Start.
21p.
1966. ED020786

In a study to assess the value of a 1965 Summer Head Start program in Baltimore, 83 participating children were tested on the Peabody Picture Vocabulary Test (PPVT) and the Draw-a-Person (DAP), and their scores were compared with those of a matched group of control non-Head Start children. All were tested in September 1965 (at the beginning of the kindergarten year) and in May 1966. The September scores of the Head Start pupils were higher than those of the control pupils on both the PPVT and DAP. The May scores showed significant gains by both groups on both tests, and on the basis of the September and May scores, it was concluded that the Head Start program did effectively increase the academic ability of the attending children. However, the May scores show a narrowing of the difference on the PPVT and a washing-out of the difference on the DAP. It appears that specific instructional attempts must be made in formal schooling to maintain the achievement increase realized from the Head Start program.

Index codes 1 23 24 83

320 Conners, C. Keith; Eisenberg, Leon.
Johns Hopkins University. School of Medicine. Baltimore, Maryland.
The Effect of Teacher Behavior on Verbal Intelligence in Operation Headstart Children.
26p.
1966. ED010782

Classroom observations of 38 Head Start teachers, taken on four occasions by four different observers, were scored for such content characteristics as (1) amount and kind of communication with the children, (2) stress on obedience or intellectual values, and (3) physical-motor skills. These scores were compared with the children's intellectual growth during the 6-week program as measured by the Peabody Picture Vocabulary Test. Children were found to respond positively to teachers who concentrated on intellectual activities, but showed little verbal growth in classrooms where teachers stressed "materials and property." When there were many teacher communications, IQ increased, although those communications that were corrections and obedience directives produced a smaller increase. Teachers who were scored as "warm, active, varied, and flexible" also contributed to IQ development. The results suggest that when children are rewarded by a warm teacher response they adopt the teacher's values.

Index codes 1 13 23 24 83

Connor, Angie.
Connors, C. Keith.
For other entries by these authors see Index of Co-authors.

321 Conone, Ruth.
South Wood County Child Care, Inc. Wisconsin Rapids, Wisconsin.
The Results of a Tutoring Intervention Program Within the Head Start Classroom: Special Educational Needs Program in Wood County, 1975-78.
42p.
HS200854

The results of a 1975-1978 tutoring intervention demonstration program within the Head Start classrooms in Wood County, Wisconsin are presented. The program was funded by the Special Educational Needs Program. Profiles of tutors include their educational backgrounds and their perceptions of the program. Profiles of the children include statistical achievement data summaries, and statistical and case study data which reflect socioeconomic backgrounds. A job description for tutors lists specific tasks and qualifications. Classroom activities are illustrated with drawings and text. A bibliography and the script for a slide/tape presentation of the program are included.

Index codes 82 1 13 21

322

Consortium for Longitudinal Studies. Ithaca, New York.
The Persistence of Preschool Effects: A Long-Term Follow-Up of Fourteen Infant and Preschool Experiments. Final Report.
Education Commission of the States. Denver, Colorado. 221p.
ED145740.
1977. HS200729

This report summarizes the findings of the Developmental Continuity Consortium, a collaborative effort of twelve research groups conducting longitudinal studies on the outcomes of early education programs for low-income infants and preschool children initiated in the 1960's. The educational experiments conducted were of three general types: (1) home-based parent education programs; (2) center-based preschool programs; and (3) combined preschool center and home visit programs. Data discussed in this report include (1) data collected independently by each research group at the beginning of its program and over a number of yeas after the program ended; and (2) follow-up data collected in 1976-1977 when the subjects were 9-18 years old. Measures used in the current follow-up study include parent and youth interviews, IQ tests, achievement tests, and data from school records. Data were collected for program children and their control or comparison group. Combined results indicate that (1) early education significantly reduced the number of children assigned to special classes; (2) early education reduced the number of children held back one or more grades; and (3) children from all three types of programs surpassed their controls on IQ tests for up to three years after the end of the program. Results, conclusions and implications, methodological problems and further analyses are disccussed.
Principal Author: Irving Lazar.

Index codes 1 9 11 24 82

323

Consortium for Longitudinal Studies. Ithaca, New York.
The Persistence of Preschool Effects: A Long-Term Follow-Up of Fourteen Infant and Preschool Experiences. Summary Report.
Education Commission of the States. Denver, Colorado. 39p.
1977. ED148471

This paper summarizes a larger report of the findings of the Developmental Continuity Consortium, a collaborative effort of twelve research groups conducting longitudinal studies on the outcomes of early education programs for low-income children initiated in the 1960's. Summarized are: (1) Methods (problems of secondary analysis, problems of logitudinal research, sample selection); (2) Analysis of Program and Control (analysis of assignment to special education and of retention, of Stanford-Binet IQ scores, of Wechsler IQ scores, and of schooling variables from youth interviews); (3) Analysis of Parental Evaluations; and (4) Conclusions and Implications.
Prinicpal Author: Irving Lazar.

Index codes 1 21 15 11 82

324

Consortium for Longitudinal Studies. Ithaca, New York.
Lasting Effects After Preschool. A Report of the Consortium for Longitudinal Studies.
Education Commission of the States. Denver, Colorado. 337p.
1978. ED175577

This second general technical report of the Consortium for Longitudinal Studies summarizes the findings of current analyses of longitudinal studies of low income children who participated in experimental preschool programs initiated in the 1960's and includes additional data and further analyses of the 1976-77 follow-up study. The common information across projects includes various pre-enrollment measures of the children's home background, a pretest IQ score, and at least one IQ test score collected immediately after the preschool experience. Each investigator also collected a variety of cognitive and behavioral measures which are not common across all projects. In 1976-77, members of the Consortium collaborated in a common follow-up data collection effort. These data include both child and parent interviews, children's IQ and achievement test scores, and information on whether the children had ever failed a grade or been assigned to special education classes. The children were aged 9 through 19 years old at the 1976-77 follow-up. The findings showed that high quality early education programs for low income children had lasting effects in five areas: (1) reducing the number of children assigned to special education classes, (2) reducing the number of children retained in grade, (3) incresing children's math achievement scores at fourth grade, (4) increasing IQ scores at least up to age 13, and (5) influencing aspects of children's and mothers' achievement orientation.
Principal Author: Irving Lazar.

Index codes 1 11 21 16 19 15 84

325

Consortium for Longitudinal Studies. Ithaca, New York.
Lasting Effects After Preschool. Summary Report of the Consortium for Longitudinal Studies.
Education Commission of the States. Denver, Colorado. 74p.
1978. ED175523

The findings of several longitudinal studies of low income children who participated in experimental preschool intervention programs over the past decade and a half are summarized in this report. The data resulting from these studies are organized into four categories: (1) preschool effects on target children's later school performances, including retention in grade, significant changes in achievement and intelligence test scores, and assignment to special education classes in the primary grades; (2) attitudes and values of the children and parents involved in the program related to children's achievement motivation and self-esteem and parents' apsirations for their children; (3) kinds of preschool programs that were most effective in helping the target children avoid placement in special education classes, and (4) determinants of special education placements. Data showed that the early education programs studied apparently had lasting effects in the following areas: reduced number of target children assigned to special education classes; reduced number of children retained in grade; higher achievement test scores for children at the fourth grade level; higher IQ scores for target children than controls (in three projects); higher achievement oriented attitudes and values. All programs were found to be about equally effective in helping target children avoid special education placement. Principal Author: Irving Lazar.

Index codes 82 1 11 21 7 13

326

Consortium for Longitudinal Studies. Ithaca, New York.
Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.
449p.
1980. ED200306

This report from the Consortium for Longitudinal Studies summarizes findings of current analyses of the educational outcomes of low-income, primarily black children who did or did not participate in experimental early education programs in the 1960s. Data from 11 research projects on approximately 3,000 low-income children are provided. The data, collected over a 20-year period, included family background data; IQ test scores; school record data; youth interview data concerning achievement orientation and self-evaluation; parent interview data on parental aspirations for and satisfaction with their children; and post-high school education, training and job experiences. Preliminary analyses of data from three projects were performed on a variety of educational achievement variables. The major question addressed by the analyses was: Are there long-term effects of early childhood programs? Results indicate that early education leads to reductions in the rate of assignment to special education classes and reduction in rate of grade retention. Also presented in this report are the activities of the Consortium staff during fiscal year 1980 in the dissemination of findings, data collection and analysis, as well as a summary of the work accomplished through 1979. A theoretical model of the schooling process is presented, with detailed descriptions of the system of equations and variables used in the study. Attachments A-F present related materials. Drafts of papers on Head Start program evaluation, research activities and findings of the Consortium, methods of evaluating program outcomes, and differential long-term effectiveness of early education are also included.

Index codes 99 81

327
Consortium for Longitudinal Studies. Ithaca, New York.
Preschool Programs and Later School Competence of Children From Low-Income Families.
Science, April 11, 1980:202-204.
HS200812

At follow-up in 1976, low-income children who had attended infant and preschool programs in the 1960's had significantly higher rates of meeting school requirements than did controls, as measured by lower frequency of placement in special education classes and of being retained in grade (held back).
Principal Author: Richard B. Darlington.

Index codes 82 1 11 21 19

328
Contracting Corporation of America. Denver, Colorado.
Bilingual/Bicultural Preschool Projects Conference (San Antonio, Texas, November 15-18, 1977). Conference Proceedings.
200p.
1977. ED168688

This volume presents a number of articles on different aspects of the Head Start Strategy for Spanish-Speaking Children written by participants in that effort. The first section describes Bilingual-Bicultural Curriculum Development and Evaluation projects and includes descriptions of four curriculum development projects and an evaluation of the initial phase of the Head Start curriculum development project. The second section focuses on the Bilingual-Bicultural Child Development Associates (CDA) Training Program. This section begins with an overview of the CDA program and contains (1) descriptions of CDA staff training projects, (2) an outline of the CDA competency-based curriculum to assist in curriculum revision and evaluation, and (3) tips about program implementation. The third section briefly reports the operation of a network of human and material resources for Head Start programs in six Western states. Section 4 presents some recent research on bilingual-bicultural preschool child development. Section 5 provides information about a graduate fellowship program initiated to promote research on the early childhood development of the Spanish-speaking child. In the final section, suggestions are made for disseminating the results of the Head Start programs. A summary of the opinions of the conference participants about how dissemination should proceed is included.

Index codes 81 1 25 13 12 1

329 Cook, Richard A.
Nutritional Status of Head Start and Nursery School Children. II. Biochemical Measurements.
Journal of the American Dietetic Association, 1976, 68(2):127-132.
HS200778

This study was designed to determine the nutritional status of a group of Maine preschool children of low socio-economic status attending a Head Start program and a group of high socio-economic status attending a university nursery school. At the beginning of the Head Start and nursery school programs in the fall, nursery school children had significantly higher hemoglobin and hematocrit levels and mean corpuscular/volume than Head Start children. By the spring, the disparity between the two groups had decreased.

Index codes 1 5 82

330 Cook, Richard A.; et al.
Nutritional Status of Head Start and Nursery School Children Part 1: Food Intake and Anthropometric Measurements.
Journal of the American Dietetic Association, 1976, 68(2):120-126.
HS200083

This study was designed to determine the nutritional status of preschool children enrolled in a Head Start program in Maine. The children were from families receiving food from the USDA Commodities Distribution Program.

Index codes 1 5 83

331 Cooke, Robert.
Johns Hopkins University. Baltimore, Maryland.
Recommendations for a Head Start Program by a Panel of Experts. 1965.
HS100084

This is the memorandum which resulted in the establishment of Project Head Start.

Index codes 3 20 82

Cooper, Margaret L.
Cooper, Mark.
For other entries by these authors see Index of Co-authors.

332 Copeland, Margaret Leitch.
Temple University.
The Impact of Participation in Head Start's Exploring Parenting Program on Low SES Mothers' Parent Attitude.
Dissertation Abstracts International, 1981, 42(2):Section A, 537.
HS200848

In the fall of 1979, all of the 9,400 U.S. Head Start Centers were asked to incorporate the Exploring Parenting Curriculum, a new parent education program, into their ongoing programs. This study was to systematically measure the impact of participation in the program on the participants' about themselves as the prime educators of their children. Accountability was cited as a primary need for the study. The independent variables were the experimental variable of participation in the Exploring Parenting program and the demographic variables of age of the parent and primary source of family income. The dependent variables were scores and responses on the following measures: the Parent as a Teacher Inventory (PAAT), and Exploring Parenting Attitude questionnaire, and four subjective questions on Exploring Parenting. A pre-test--post-test compromise experimental group--control group design was used. 71 low SES black and Spanish mothers from a Philadelphia Head Start agency served as subjects; 38 mothers enrolled in the 20 week program and the remaining 33 comprised the control group. It was concluded that Exploring Parenting was not an effective treatment for changing low SES minority mothers' parent attitudes, as measured by two attitude scales. Psychometric issues and concerns were addressed on both the PAAT and Exploring Parenting Attitude Questions. A content analysis on the subjective data revealed that parents had positive feelings about participating in the Exploring Parenting program. Personal growth areas were frequently mentioned.

Index codes 1 15 81

Cordes, Joseph.
For other entries by this author see Index of Co-authors.

333 Cordry, Burton L.; et al.
Health Needs and Opportunities in Home and Family Oriented Early Childhood Programs.
23p.
1979. HS200501

Issues influencing the formation of home and family oriented early childhood development programs are examined. Early hildhood programs formerly focused on work with the child alone in a central setting outside the home. Due to increased awareness of the importance of parents in child learning and development, more programs are focusing on the involvement of the family in the home setting. Aspects of the parent and child center, child and family resource programs, and the Head Start home-based option are discussed. The child and family resource programs involve a family action plan that establishes objectives for each family member. Parent and child centers work with the parents of children up to the age of three and provide vocational and parenting skills training for high risk parents. The Head Start home based option is characterized by the weekly home visit in which health, nutritional, social, and psychological issues are discussed. The problems of integrating health into child developmet programs include difficulties with programming, organizational integration, and evaluation. Health program needs can be identified through an evaluation of the existing health component of a program. Guidelines for enhancing the training of staff members for health related work are provided. It is suggested that health education materials be developed for use with families.

Index codes 3 9 15 5 12 81

Cort, H. Russell, Jr.
For other entries by this author see Index of Co-authors.

334 Costello, Joan; Binstock, Eleanor.
Yale Child Study Center. New Haven, Connecticut.
Review and Summary of a National Survey of the Parent-Child Center Program.
52p.
1970. ED048941

This document is a summary of the comprehensive final report, "A National Survey of the Parent-Child Center Program". The survey is a description and analysis of the development and status of the first year's operation of Head Start's Parent-Child Center (PCC) program. The sectional headings denote the scope of the report: (1) History and Organizational Plan of the Parent and Child Centers; (2) PCC Families; (3) Center Facilities; (4) Health Services; (5) Programs for Children; (6) Programs for Parents and Family Members; (7) Personnel Practices; (8) Impact of PCC Program on Children, Families and Communities; (9) Cost Analysis; and (10) Lessons from the First Year. The extensive tables. graphs, and references available in the comprehensive report are not included in this summary.

Index codes 1 20 7 12 14 5 6 84

335 Costello, Joan; Ali, Faizunisa.
Reliability and Validity of Peabody Picture Vocabulary Test Scores of Disadvantaged Preschool Children.
Psychological Reports, 1971, 28:755-760.
HS200528

This article reports on a study conducted to measure the realiability and validity of the Peabody Picture Vocabulary Test (PPVT) in testing disadvantaged children of preschool age. The study served to partially replicate the 1967 Milgram and Ozer Study. Thirty-one of the 67 students tested were Head Start participants. The researchers found their results to be similar to those of the Milgram and Ozer Study. The authors concluded that the PPVT scores appear to have adequate stability over a brief time with preschool disadvantaged children. The researchers also discovered only a moderate correlation between PPVT scores and teacher's ratings of pupils. The authors state that the PPVT offers a reasonable first approximation in a continuing assessment program.

Index codes 2 21 82

336 Coulson, John E.
Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1966-1969 National Evaluation.
Catalog of Selected Documents in Psychology, Fall 1973, 3:132-133.
HS200654

A national evaluation of full-year Head Start projects funded in 1968-1969 is described in this report. The study, sponsored by the Office of Child Development, was designed to identify child and parent changes associated with Head Start participation, and the conditions under which those changes were gretest. Pre- and posttest data were collected on approximately 2,000 disadvantaged children using a variety of instruments including both cognitive (IQ) and social-emotional measures. In addition, pre- and posttest data on the parents' attitudes were collected by means of interviews. Data on the Head Start programs, their facilities, and their staffs were collected by questionnaires, checklists, and observation forms. The sample children made small but statistically significant pre-post gaions on all cognitive measures, including a Stanford-Binet IQ gain of 4.59 points (significant at the .01 level). In the social-emotional domain, children made significant overall gains (.01 level) in ability to adapt to the test conditions. Parents gained significantly (.01 level) in their positive attitudes about the value and importance of education.

Index codes 81 1 7 16 24

337

Council for Exceptional Children. Reston, Virginia.
Selected Readings in Early Education of Handicapped Children.
147p.
1974. ED091884

Presented are 14 articles or monographs which focus on educational strategies involved in the integration of handicapped children into Head Start projects. Two introductory articles describe classroom techniques Head Start teachers should use in integrating handicapped children into regular classrooms and discuss the nature of handicapping conditions and strategies for the delivery of services in integrated classroom settings. Two articles center on practical suggestions for parent involvement which is seen to be central to any comprehensive educational program for young children. Five articles on classroom planning and instructional strategies consider the following topics: the importance of discipline in the education of disadvantaged preschool children, behavior modification, classroom planning for exceptional children, teaching language delayed children, the use of nonverbal messages as a means to verbalization, and materials for stimulating the speech and language of handicapped children. The final section on staff training consists of four articles with the following titles: Effective Preservice and Inservice Training in the Head Start Program, An Administrator's Suggestions for a Sample Staff Training Program Sequence in an Early Childhood Education Center for Handicapped Children, A Collaborative Response to the Head Start Mandate to Integrate Handicapped Children, and A Model Orientation Workshop on Integrating Handicapped Children into Project Head Start.

Index codes 3 8 13 15 12 83

338

Council for Exceptional Children. Reston, Virginia.
Early Childhood Intervention-Infancy: A Selective Bibliography.
Exceptional Child Bibliography Series No. 670.
14p.
1975. ED109869

The annotated bibliography on early childhood intervention in infancy contains approximately 65 abstracts and associated indexing information for documents published from 1968 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included aspects such as prevention, parent role, parent education, program descriptions, language development, cognitive development, instructional materials, stimulation, teaching methods, sensory experience, home instruction, and demonstration projects for the following areas of exceptionality: learning disabilities, cerebral palsy, disadvantaged youth, mentally handicapped, multiply handicapped, visually handicapped, speech handicapped, and developmental disabilities. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service.

Index codes 3 8 81

339
Council for Exceptional Children. Reston, Virginia.
Early Childhood Intervention-Culturally Different: A Selective Bibliography. Exceptional Child Bibliography Series No. 671.
12p.
1975. ED109870

The annotated bibliography on early childhood intervention for the culturally different contains approximately 60 abstracts and associated indexing information for documents published from 1966 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as prevention, program effectiveness, parent role, parent education, language development, cognitive development, home visits, program descriptions, curriculum, and teaching methods. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service.

Index codes 81 2 8

340 Covin, Theron M.
Comparability of the Peabody and WISC Scores Among Black Five-Year Olds.
Psychological Reports, 1976, 38(3) Part 2:1346.
HS200086

This study sought to determine the suitability of Form B of the Peabody Picture Vocabulary Test for a southern Head Start population using the WISC as the criterion of concurrent validity.

Index codes 2 21 83

341 Cowles, Milly; Daniel, Kathryn Barchard.
The Effects of Individualized Instruction on Head Start Pupils' Achievement.
4p.
1968. ED018334

Fourteen students at the University of South Carolina, most of them experienced teachers, enrolled in an experimental training program in early childhood education attempting to determine whether or not short periods of individualized training over a period of 5 weeks would be reflected in pupils' readiness as measured by the Metropolitan Readiness Test. Fourteen Head Start classes were assigned randomly to the experimental teacher-students and 14 Head Start classes to the control teacher-students. One male and one female were selected randomly from each of the experimental and control classes. On Form A, the pretest, the T-ratio did not approach significance. On Form B, the post-test, the T-ratio approached significance at the 10 percent level of confidence. Data showed that pupils who received special instruction gained during the pre- to post-testing periods and that most pupils in the control group either lost or remained at about the same level. The study recommended that a similar experiment be conducted for various time periods. It is recommended that teachers learn more about diagnosing pupils' instructional levels and about strategies for appropriate treatments. This paper was presented at the American Educational Research Association Conference, Chicago, February 6-10, 1968.

Index codes 1 12 13 22 81

342 Cowling, Dorothy N. C.
Lehigh University. School of Education. Bethelem, Pennsylvania.
Language Ability and Readiness for School of Children Who Participated in Head Start Programs. (Dissertation).
12p.
1967. ED025299

In order to test language ability and school readiness in children with Head Start experience, 168 disadvantaged children were randomly selected. Only half of the children had previous Head Start experience. All children received the Metropolitan Readiness Test and were observed by their teacher and examiner. The results showed that in language ability, the Head Start children were significantly better able to be understood by their teacher and the examiner, to respond to their peers' questions, although not the teacher's, and to retell a simple story. In school readiness Head Start children were significantly more ready for school as measured by the Metropolitan Readiness Test, and they were significantly better able to give their full name and follow directions. In reaction to school environment, Head Start children ranked significantly higher in participating in voluntary discussions, showing respect for each other, feeling at ease with their peers, feeling self-confident in school, asking questions about unclear directions, answering the examiner's questions, and telling personal experiences to the examiner. Head Start children showed only a tendency to feel the need to conform to regulations. Future research should produce a followup study and an instrument to measure language development in disadvantaged children. A bibliography is included.

Index codes 1 16 17 19 23 83

343 Coy, Michael N.
Merced County Schools. Merced, California.
The Effects of Integrating Young Severely Handicapped Children Into Regular Preschool Headstart and Child Development Programs.
101p.
1977. ED149498

Examined were the effects of integrating 14 trainable mentally retarded students (3-8 years old) into regular preschool programs. Nine questionnaires measuring attitudes and behavior were completed by teaching staff and parents, and anecdotal records were reviewed. Teachers showed a positive gain in attitude toward integration, where a control group of teachers demonstrated a decline in attitude toward integration. Pre- and post-test scores on the Preschool Attainment Record indicated that the handicapped students integrated into regular preschool programs benefited more than students who were not integrated. (Appended are evaluation and survey instruments and case study summaries.)

Index codes 1 8 15 12 82

344 Crockett, Bruce K.; et al.
Relationship Between WPPSI and Stanford-Binet IQs and Subsequent WISC IQ in Headstart Children.
Journal of Consulting and Clinical Psychology, 1975, 43(6):922.
EJ129154

Children were tested on the WPPSI and Stanford-Binet and after three years they were tested on the WISC. Results indicate that the WISC scores were significantly higher than the two other tests. The results of the various subtests of the three tests are compared and discussed.

Index codes 2 24 81

345 Crockett, Bruce K.; et al.
Relationship of WPPSI and Subsequent Metropolitan Achievement Test Scores in Head Start Children.
Psychology in the Schools, 1976, 13(1):19-20.
HS200088

In this study the Metropolitan Achievement Test was administered to Head Start children 3-4 years after initial WPPSI testing. Scores from both tests were then compared.

Index codes 2 21 83

Cross, Marie Z.
For other entries by this author see Index of Co-authors.

346 Crowell, Charla.
Southern Kentucky Head Start Program. Bowling Green, Kentucky.
Head Start's Impact on Children: Past, Present and Future Considerations.
12p.
1980. HS200911

This report contains basic demographics and statistical data of the Southern Kentucky Head Start Program. Although the figures presented herein reflect only one program, they are representative of the type of services rendered and expenses incurred by a Head Start Program. The information was presented as justification for a funding increase for Fiscal Year 1981.

Index codes 82

Cunningham, Grover.
For other entries by this author see Index of Co-authors.

347 Curwood, Sarah T.
Massachusetts Committee on Children and Youth. Boston, Massachusetts.
A Survey and Evaluation of Project Head Start as Established and Operated in Communities of the Commonwealth of Massachusetts During the Summer of 1965.
275p.
1965. ED014324

This descriptive survey and evaluation was undertaken primarily to provide a more complete picture of national and state needs for future planning. A brief background of the purposes for Head Start programs is given. Fifty-six programs were operated in Massachusetts during the summer of 1965. Census data is given on the participating communities and sponsors of the centers. Three training programs were held in Boston for job preparation with Head Start. The training session at Wheelock College is described. Two other training programs are touched upon. A reunion in September of Wheelock trainees brought out many weaknesses and disappointments in the programs. Two research associates were chosen to help make a field study of 23 Head Start programs involving 30 Massachusetts communities. Comments on each city, including narrations of specific experiences, are given. Altogether, 239 persons were interviewed. Analyses of data collected are included in many tables. After consideration of the results of the survey, seven recommendations made were (1) have more consultation with potential users, (2) examine thoroughly the hours at which programs operate, (3) use neighborhood schools for non-professional activities, especially those involving parents, (4) explore day care services further, (5) secure interest and participation of business concerns, (6) provide more preparation for key personnel to gain understanding of needs of children and families, and (7) give more training for non-professional personnel.

Index codes 1 6 12 17 20 83

348 Custer, Dorothy M.
Comparison of Fifth Year Pupils Having Continuing Intervention Programs and Those Without Such Assistance on Certain Achievement, Adjustment and Motivation Measures.
Dissertation Abstracts International, 1972, 32(8-A):4237.
HS200089

Specific relative effects of teaching and continuous intervention programs for disadvantaged children were compared after a four and a half year period on certain achievement, adjustment, and motivation measures. The sample consisted of 180 Negro children from two rural southern counties who did and did not participate in a Head Start and supplemented program. The literature review covers social class differences in children's development and achievement, intervention programs for culturally disadvantaged children, studies relating to Head Start, and studies of self-concept as it relates to early school achievement. Sources of data for the study include measures of reading achievement, records of school attendance, tests administered for self-concept, and tests of reading attitudes and interests. Findings show a more favorable pattern of self-concept, particularly among girls, more positive reading interests, better school attendance, and better general attitudes toward school among children participating in the supplemented educational programs, at the end of four and a half years of school. Head Start participants are not significantly different in reading achievement from nonparticipants, but have more interest in reading and better school attendance than nonparticipants. Head Start girls have more positive self-concepts and attitudes toward reading. A differential effect appears to exist, suggesting a greater influence on the part of this program for girls than for boys.

Index codes 1 16 21 11 83

349 D'Angelo, R.; et al.
IQ's of Negro Head Start Children on the Vane Kindergarten Test.
Journal of Clinical Psychology, 1971, 27(1):82-83.
HS200090

This study sought to examine data from the Vane Kindergarten Test by differentiating Negro IQ scores in terms of sex and age and by assessing the feasibility of using the Vane test for children six months younger than those originally tested.

Index codes 2 24 82

350 Dailey, John T.; Neyman, Clinton A., Jr.
George Washington University. Education Research Project.
Washington, D.C.
A Study of the Language Facility of Project Head Start Children.
Final Report.
45p.
1968. HS100468

The main objectives of this study were to measure the effects of Head Start on the progress and adjustment of participants when they enter first grade, to develop materials for teaching use of language, and to measure the gains in ability to use language as measured by the Language Facility Test. This test, designed to measure the ability to use oral language and originally developed for evaluating preschool methods and programs, was used to evaluate 1,813 Project Head Start children in seven school districts. Fifteen months later 112 Head Start participants were retested on the Language Facility Test. Two booklets composed primarily of pictures - "Telling Stores" and "Animals Everywhere" - were developed, but tests indicated no gain in language facility through the picture booklets. Apparently, language facilitiy is not easily affected by specific training in reacting to pictures. Conclusions indicate that within one year after participation in the program, Head Start children showed about twice the normal gain in language facility. Teachers evaluated Head Start children as being superior in readiness and performance in both kindergarten and first grade. The Language Facility Test discriminates sharply between mentally retarded and other children and has a low correlation with IQ, readiness tests, and achievement tests, and therefore appears to be measuring different mental skills. Culturally disadvantaged Head Start children score better on the Language Facility Test than on various IQ and achievement tests. The appendices contain data from teacher evaluations, the Language Facility Test, Student Evaluation Form, and language development materials.

Index codes 1 13 23 24 82

351 Daniel, Artie A.; Giles, Douglas E.
A Comparison of the Oral Language Development of Head Start Pupils With Non-Head Start Pupils.
54p.
1966. ED010848

Oral language development of two groups of disadvantaged first-grade children was compared. One group of 52 subjects participated in a Project Head Start Summer program, and the other group of 52 subjects did not. To determine if children of limited opportunity, participating in programs designed to broaden experiences, exhibit superior language development several months after such participation, the investigator developed and administered a measurement of various aspects of oral language. Findings showed that (1) Project Head Start participants displayed greater oral language development than non-Head Start participants for both boys and girls, and (2) Project Head Start activities were more effective in encouraging the oral language development of low-intelligence pupils than high-intelligence pupils. Based on these findings, recommendations were made for types of materials and activities to be included in Head Start curriculums, and for future research in this area.

Index codes 1 23 83

Daniel, Kathryn B.
For other entries by this author see Index of Co-authors.

352 Darlington, Richard B.; et al.
Lasting Effects After Preschool.
Paper presented at the meeting of the International Congress on Early Childhood Education, Tel Aviv, Israel, January 7, 1980.
24p.
ED190214

This study reports evidence that early childhood programs can have an impact on the academic careers of children from low-income homes. A wide variety of status and process variables were collected by several individual investigators over four waves, or time periods, of data collection. Before pooling data from 14 longitudinal research and demonstration projects into a Consortium for Longitudinal Studies, investigators had collected diverse preprogram child and family measures (Wave 1) and then numerous and varied post-program outcome measures over several years (Wave 2). In the consortium-organized follow-ups of 1976 and 1979 (Waves 3 and 4), a core of common measures was collected. Measures from all four waves included preprogram background data, standardized IQ, achievement and project-developed tests, school record information, and student and parent interviews. All hypotheses were tested using program treatment children add a control group of children from the same project site. Findings replicate results on IQ reported by numerous previous investigators and show that preschool graduates had significantly fewer school failure experiences than did the control groups and were less likely to be assigned to special education classes or to be retained in the same grade. Additional analyses indicate that preschool outcomes were not affected by various preprogram and demographic factors. Overall results reveal that preschool had a significant effect on intelligence scores for up to 3 or 4 years after the end of the preschool program.

Index codes 81 1 11 21 7 13

353 Darlington, Richard B.; et. al.
Preschool Programs and Later School Competence of Children from Low-Income Families.
Science, April 11, 1980, 208:202-204.
HS200912

Upon follow-up in 1976, low-income children who had attended infant and preschool programs in the 1960's had significantly higher rates of meeting school requirements than did controls, as measured by lower frequency of placement in special education classes and over being retained in grade (held back).

Index codes 82

Darlington, Richard B.
For other entries by this author see Index of Co-authors.

354 Das, J. P.
Cultural Deprivation: Euphemism and Essence.
Journal of Educational Thought, 5(2):80-89.
HS200091

This article is a discussion of the culturally deprived child and the value of compensatory education programs such as Project Head Start.

Index codes 3 17 82

355 Datta, Lois-ellin.
A Report on Evaluation Studies of Project Head Start.
26p.
1969. ED037239

Evaluation of Head Start has been based on four sources of information: (1) census surveys of children and families served and programs offered, (2) special research, projects on child development and experimental programs, (3) a longitudinal study of the development of low income children, and (4) a series of national evaluation studies. Available data appear to indicate that Head Start and other preschool programs have an immediate impact, but little is known about why, or under what circumstances optimum results may be obtained. Sustained gains are still being sought. Children who have not attended preschool programs tend to catch up in primary school with attenders, but little is known about why this happens. A planned variation study is in progress comparing children in sponsored Head Start and sponsored Follow-Through classes and children attending "regular" Head Start and "regular" primary schools. Head Start evaluations have tried to locate program variations other than administrative which may affect child development. Considering the evidence now available, the assumptions on which Head Start was based still seem tenable. Research is needed to clarify relationships between program and child variations, and the effects of long-term interventions.

Index codes 2 13 84

356 Datta, Lois-ellin.
Head Start's Influence on Community Change.
Children, 1970, 17(5):193-196.
HS200092

This is a report of institutional and community changes effected by various Head Start projects.

Index codes 1 6 82

357 Datta, Lois-ellin; et al.
Office of Child Development (DHEW). Washington, D.C.
A Comparison of a Sample of Full Year and Summer Head Start Programs Operated by Community Action Agencies and Local Education Agencies.
66p.
1971. ED067154

Data from a stratified random sample of full-year 1967-1968 and summer 1968 Head Start programs were re-analyzed to compare centers operated by local educational agencies (LEA) and community action agencies (CAA). The analyses indicated that CAA-operated programs were more likely to report parent participation in decision making and as paid staff, while LEA-operated programs were slightly more likely to report parent participation as volunteers; that CAAs had a higher proportion of paraprofessionals and LEAs more professionals; that CAAs recruited individual volunteers from a variety of sources, and LEAs mobilized formal community organization support; that CEAs were more likely to focus on family services and job training. Other findings included data on equipment, impact on children, medical and dental programs, ethnic and economic class of staffs, child eligibility, substantive content of the classrooms, and characterization of programs. The analyses provide a static picture of how program directors, teachers, and parents report some of their experiences. The differences involve structure rather than process of impact, and relatively few statistically reliable differences were, in fact, found between LEA- and CAA-operated programs.

Index codes 1 13 12 5 17 15 7 6 82

358 Datta, Lois-ellin.
A Report on Evaluation Studies of Project Head Start.
International Journal of Early Childhood, 1971, 3(2):58-69.
EJ049896

Repeated evaluation of Head Start and other preschool programs have shown that participation in these programs can accelerate the child's cognitive, linguistic, and psychosocial development, and ameliorate his/her attitude toward formal education. With few exceptions, consecutive studies indicate that the initial gains made by children in the programs eventually level out; towards the end of the second grade, children who did not participate in the program close the gap between themselves and the participant children in most cases. Interpretations of this "advancement" have pointed out the necessity of continued participation in well-planned programs that begin at the preschool level and continue through elementary school. The Planned Variation Study of Head Start is aimed at showing the development that can be expected with this type of continued participation. The immediate and long term effectiveness of eleven different experimental curriculum models, part of the Head Start and Follow Through programs, are the focus of intensive evaluation. The models go from the intensive academic preparation methods of Becker-Englemann to the methods utilized by the British Infant Schools for children five to seven years of age. Descriptions of the Planned Variation Study, early national evaluations of Head Start, and the findings of these studies, including the heterogeneity of Head Start classes, are included.

Index codes 82 2 12 20

359 Datta, Lois-ellin.
National Institute of Education (DHEW). Washington, D.C.
Changes in Observed Social Interactions Among Children of Same and Other Ethnic Groups in Ethnically Heterogeneous Preschool Programs.
12p.
1972. ED077569

Discussions in this paper concern: (1) some findings from observations of social interactions among children attending a national sample of Head Start programs; (2) the recommendations for research on socialization presented by Sowder and Lazar (1973) to the Federal Interagency Panel on Early Child Development; and (3) the significance of socialization research during the next decade, with particular emphasis on social class and ethnic relationships. In relation to (1) above, data collected at all E&R centers in 1967-68, using the Social Interaction Observation form, showed that children increase in socialization, and are more likely to increase in interactions with the same group during preschool programs. In relation to (2) above, a few of Sowder's more than 18 recommendations for further research on socialization are summarized. Sowder recommends research which: re-examines the issue of whether or not prejudice is entirely learned; through longitudinal studies traces the development of children's attitudes toward themselves and others and the relationship between developmental processes and environmental influences thought to be related to formation of ethnic and social class behavior; clarifies when conformity behavior is and is not damaging to the child's development and to achievement of harmonious group relations; and investigates competition on child development, and the role which competition may play in hindering successful ethnic and social class mix in child care institutions. In relation to (3) above, socialization is predicted to be a key variable for "success" in the year 2000.

Index codes 1 26 16 83

360 Datta, Lois-ellin.
National Institute of Education (DHEW). Washington, D.C.
Planned Variation: An Evaluation of an Evaluative Research Study.
15p.
1972. ED077568

Planned Variation was deisgned as a three-year program to assess the implementation of prominent preschool curricula in Head Start and the immediate effects of the programs. Sites used were those in which the sponsor already had a Follow Through program; the research project lacked the necessary control over site characteristics. Consultants visited the sites monthly. The classroom observation form and observer rating scale were keyed to what the sponsors said distinguished their model. Consultants developed sponsor-specific checklists. Controversy over expected outcomes and selection of tests of cognitive development created additional problems. It was found that statistical analysis could not compensate for the research design. Year 1 saw an emphasis on assessing implementation, the creation of the Classroom Observation instrument, the investment in creating new measures for years 2 and 3, the clinical case history and the consultant as innovations. Year 2 added a review panel for the project and increased the investment in developing new child and family measures. Year 3 added sponsor-specific studies, research for individual sponsors. Year 4 is for phasing out the sites. A summary is made of what was learned about evaluative research administration that may be applicable to similar studies.

Index codes 1 13 10 21 83

361 Datta, Lois-ellin.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
New Directions for Early Child Development Programs: Some Findings from Research.
54p.
1973. ED081501

Information on the preschool years, which has emerged from the pioneering studies and programs of the 60's, is reviewed and interpreted with regard to implications for current and future policy. Limitations of knowledge in this area are noted and attributed to inadequacies in the related research. Four general findings are reviewed and discussed: (1) The importance of the first 6 years of life incorporates research on prenatal development and infants' motor, cognitive, and linguistic abilities. (2) There exists a diverse technology for teaching families of young children. Includes are an overview of experimental programs concerned with cognitive development and school achievement, a review of the Head Start literature, and a tentative comparison of the relative effectiveness of different approaches to early experience derived from the planned variation study. (3) Continuity of human development is vital to maximize program effects. Methods are suggested that might provide continuity between preschool and primary school experiences. (4) The importance of multiple influences on children are reaffirmed. There is a need for alternatives that strengthen the family as the primary childrearing agent, instead of encouraging families to place their children in day care.

Index codes 3 20 21 7 83

362 Datta, Lois-ellin.
National Institute of Education (DHEW). Washington, D.C.
Parent Involvement in Early Childhood Education: A Perspective From the United States.
120p.
1973. ED088587

In early childhood education, there is a growing trend towards greater involvement of parents as educators, as paid and volunteer staff, as decision makers, and as resources. The purpose of this paper is to consider the origins of the trend towards parent involvement, to describe its various forms, and to present some policy implications. Parent components of various Head Start and Follow Through programs and research implications for different models of parent involvement are discussed. Topics focus on parental role in early childhood education, barriers and incentives to parent participation, and costs of different forms of parent involvement. An extensive bibliography is included.

Index codes 1 10 15 81

363 Datta, Lois-ellin; et al.
The Effects of Head Start Classroom Experience on Some Aspects of Child Development: A Summary Report of National Evaluations, 1966-1969.
106p.
1973c. HS200094

In a survey of Head Start programs between 1966 and 1969, a network of 14 university-based evaluation and research centers collected data that were analyzed by two independent evaluation teams. This report summarizes the findings from the two reports on the immediate changes on child development associated with Head Start. The emphasis of the studies is on comparisons within the Head Start sample to learn what kinds of classroom experiences work best for what kinds of children. Overall findings suggest that (1) Head Start programs, children, and families differ from one another on almost every dimension studied; (2) children and families who participate in Head Start do show gains; and (3) there is no one "best" approach for all children. Head Start evaluations are discussed in terms of four categories: descriptive studies of program compliance with the guidelines; summative national impact studies; on-site research and evalution reports; and national intervention and interactive model studies. Also discussed are changes in methodology and study design; the measurement of social-emotional growth and the testing of the interactive hypothesis; data collection; measures and psychometric characteristics; variables; and analytic models. The findings and factors influencing developmental changes are presented.

Index codes 1 21 7 12 16 82

364 Datta, Lois-ellin; Gotts, Edward E.
The Promise of Head Start.
In: Frost, J. L., Revisiting Early Childhood Education: Readings; New York: Holt, Rinehart & Winston; 1973. 548p.
HS200093

In this article the author discusses Head Start's influence on community change.

Index codes 1 6 81

365 Datta, Lois-ellin.
The Origins and Design of the Head Start Planned Variation Study: An Analysis of the Relationship Between Political Necessity and Research Methodology.
Invited Paper, Brookings Institution Conference on Planned Variation in Head Start and Follow Through, April 1973. 55p.
HS200538

In this paper which was presented at a Brookings Institute Conference on Planned Variation in Head Start, Lois-Ellin Datta discusses the following issues: 1) the defining characteristics of a planned variation experiment, 2) what the Head Start Planned Variation (HSPV) experience contributes to the debate on the value of quasi-experimental studies as bases for social policy decisions, and 3) the future of comparative curricula studies in educational policy research. The author identifies the methodological and managerial circumstances under which the planned variation design may be most or least effective.

Index codes 1 12 13 82

366 Datta, Lois-ellin.
Measuring Changes in Head Start Children.
In: Payne, David A., ed. Curriculum Evaluation: Commentaries on Purpose, Process, Product. Lexington, MA: D. C. Heath; 1974. 246-251.
HS200771

This article, completed by the former National Coordinator of Head Start Evaluation, points out the many practical problems encountered when attempting to evaluate a nationwide educational intervention program. The considerable problems posed by the program's size and location were confounded by variations in local projects even though the Head Start Centers shared the same general objectives. The task of finding measuring instruments relevant to the objectives of the program and yet appropriate to the backgrounds of the tremendous variety of children involved is an awesome one.

Index codes 3 12 82

367 Datta, Lois-ellin.
National Institute of Education (DHEW). Washington, D.C.
The Impact of the Westinghouse/Ohio Evaluation on the Development of Project Head Start: An Examination of the Immediate and Longer-Term Effects and How They Came About.
In: Abt, Clark C., ed. The Evaluation of Social Programs. Beverly Hills, CA: Sage; 1976. p.129-181.
HS200443

Described are the events that led to the 1969 national evaluation of Head Start by Westinghouse Learning Corporation and Ohio University for the Office of Economic Opportunity Evaluation Division and the effects the evaluation's findings and recommendations had on the Head Start program. The effects are presented in terms of the political climate and changes in administrations, national priorities and policy, and beliefs regarding preschool education and social intervention. The evaluation stirred up much controversy about the value and accuracy of the findings, its design and methodology, its conclusions, and effects on program decisions. Specific effects on Head Start included a shift in emphasis from summer to full-year programs, more experimentation with Planned Variation teaching methods, and the development of Follow Through. Other effects were the stabilizing of Head Start's funding levels, the continuing search for program effectiveness and its documentation, and the appearance of articles on the statistical analyses, on regression artifacts and biases, of the Westinghouse study.

Index codes 3 12 20 10 82

368 Datta, Lois-ellin; et al.
Office of Human Development (DHEW). Washington, D.C.
The Effects of the Head Start Classroom Experience on Some Aspects of Child Development: A Summary Report of National Evaluations, 1966-1969.
92p.
1976. ED129416

This report summarizes the findings of previous technical reports on the immediate changes in child development associated with Head Start and presents a statement of the extent to which these changes have been enhanced or attenuated by different program experiences for different children. Background information presented includes an overview of the findings; a history of Project Head Start; and an overview of Head Start Evaluations (descriptive studies, on-site research and evaluation studies, national impact studies, national interaction model studies). A section devoted to design and measurement examines methodological issues, design issues, data collection, measures, and statistical analytic models. A section on findings covers questions concerned with characteristics of Head Start children and families, effectiveness of Head Start programs and teacher approaches, and children's performance gains. A discussion section examines factors influencing developmental changes and implications for early childhood intervention. Appendices are (1) Measure Selection and Psychometric Characteristics and (2) Selection of Variables for Analysis.

Index codes 1 15 16 21 82

369 Davies, Don.
Institute for Responsive Education. Boston, Massachusetts.
Federal Impact.
27p.
1978. ED163109

Over the past twenty years, Federal government intervention has had a greater impact on elementary and secondary education than most citizens, educators, or politicians realize. Federal intervention has taken two directions: initiatives to redistribute educational resources through compensatory educational programs, and initiatives towards target group involvement in planning and carrying out such programs. The Economic Opportunity Act of 1964 and the Model Cities Act of 1966 were two of the most important pieces of Federal anti-poverty legislation that affected education in the cities during the mid-1960s. However, Federal programs such as these have tended to be highly categorical, fragmented and confused. Serious efforts have been made to improve programs by strengthening participation requirements and actual citizen activity. Two of the more successful programs are Head Start and Follow Through and, to a lesser extent, Title I. In these programs, great emphasis is placed on parental involvement, and this has led to the growth of numerous parent advisory councils. It has been found that the most important points of citizen participation action occur through parental involvement at the local level.

Index codes 3 17 15 81

370 Davis, Bette J.
A Comparison of Two Approaches Used in Classifying Behaviors of Head Start Children Referred to the Handicapped Project in Two Urban Cities.
Dissertation Abstracts International, 1975, 36(11-A):868.
HS200095

The objective of this study was to compare the identifying methods (teacher-judgment and psychologist-judgment) used to classify the behaviors of young children who are in the referral process for the Handicapped Unit of Head Start.

Index codes 1 8 12 83

371
Day Care Related Federal Programs (An Addendum to Day Care Survey 1970).
79p.
1971. ED121476
This document, an addendum to the Day Care Survey 1970, describes day care-related federal programs. Each program, is described briefly in terms of: the nature of the program, day care services provided, authorizing legislation, the administering agency, and miscellaneous information (funding, recipients, etc.). Types of programs included are: (1) direct day care programs (e.g., OEO Day Care Projects, Migrant and Seasonal Farm Workers Assistance), (2) supportive programs for day care (i.e., physical facilities, food, health, personnel and personnel training, and research), (3) preschool programs (Head Start, First Chance, etc.), and (4) work training programs with child care provisions (Job Corps, Work Incentive Program, etc.).

Index codes 1 20 18 81

de Ridder, Lawrence M.
For other entries by this author see Index of Co-authors.

372 Dearman, Nancy B.; Plisko, Valena W.
National Center for Education and Statistics. Washington, D.C.
The Condition of Education.
336p.
1980. HS200807
This annual report, which is required by Public Law 93-380, and describes the conditions in the educational system as well as conditions in the larger society that affect education. Chapters cover trends and developments at all levels; the context of the study; elementary and secondary education; higher education; the financing of higher education; preprimary education; adult and occupational education; and an analysis of resource disparity in elementary and secondary education. Data on preprimary education was gathered in the areas of enrollment, characteristics of participants, classrooms and staff, costs, and effects of programs. The adoption of Head Start approaches and methods by other preschool programs, and the expansion of Head Start are discussed.

Index codes 1 12 14 20 83

Deem, Michael A.
For other entries by this author see Index of Co-authors.

373 Dellinger, Harry V.
A Study of the Effectiveness of a Summer Head Start Program on the Achievement of First Grade Children. (Dissertation).
77p.
1971. ED068903

The purpose of this study was to determine if significant differences in first grade achievement appeared among pupils who participated in an eight-week Summer Head Start Program and qualified pupils who did not participate. Both groups were divided into three subgroups according to scores on the Draw-A-Man Test. Each subgroup (high, middle, and low) consisted of seventeen students. The Metropolitan Readiness Test was given to both groups during the first week of September, 1970. There was no difference in the two groups at the .05 level of significance. During the last week of April, 1971, the Metropolitan Achievement Test, Primary I Battery was given to both groups. A two-way analysis of variance was performed with high, middle, and low subgroups based upon Draw-A-Man scores as one factor and experimental and control as the other factor. There was no significant difference in word knowledge, word analysis, and reading. There was, however, a significant difference in arithmetic computation and concepts, the control group scoring higher than the experimental group. The conclusion: the participation in the Summer Head Start Program had no positive influence on readiness and achievement at the first grade level for the students in this study.

Index codes 1 22 21 83

Deloria, Dennis.
Delys, Pamela.
For other entries by these authors see Index of Co-authors.

374 Denby, Robert V.
An NCTE/ERIC Report on the Evaluation of Head Start Programs.
Elementary English, 1969, 46(8):1053-1062.
HS100097

Abstracts of 18 reports, available in the Educational Resources Information Center (ERIC) storage/retrieval system suggest the scope and implications of evaluations of Head Start programs. The reports deal with program effectiveness, methodological approaches and the sensitivity of measuring instruments, timing and duration for intervention programs, desirable characteristics of preschool teachers, and language development.

Index codes 3 12 20 23 82

375

Denver Opportunity. Denver, Colorado.
Making Waves, Denver Head Start.
21p.
1968. ED020802

This document provides a descriptive survey of Project Head Start activities in Denver, Colorado. The primary educational objectives of the program are cited as (1) concept development through experiences in an enlarged environment, (2) self-concept development through successful interaction with teachers and with peers, and (3) the development of language facility. The roles of teachers and teacher aides and the opportunities for staff self-evaluation and self-improvement are described. Supplementary services available to program participants are enumerated as (1) speech therapy, (2) medical and dental services, (3) psychological services, and (4) social services. A description is provided of the nutrition program which is operated in the 41 Denver Head Start centers. The recruitment of volunteer workers and the important function of volunteers in the overall program are considered. The achievements of the Denver program of parental involvement are enumerated, and a unique camping program for parents is described. The final section of this document is concerned with the future of Head Start in Denver. Three appendices contain eligibility guidelines for Head Start participation and listings of coordinating staff members and of Denver delegate agencies and program centers.

Index codes 1 5 12 15 16 20 81

Dermen, Diran.
For other entries by this author see Index of Co-authors.

376

Des Moines Independent Community School District. Des Moines, Iowa.
Head Start: Report of Evaluation 1980-1981.

HS200855

The 1980-1981 Head Start program in six Des Moines public schools, supervised by Drake University as the grantee agency, is evaluated. The basic components of the program were social services, parent involvement, early childhood education, nutrition, and health/handicap. The budget is briefly discussed. Results of the evaluation cover administrative process objectives, the use of the Cooperative Preschool Inventory, the CIRCUS battery of tests, and data on learning, mental, or physical disabilities. Appendices present goals, a staff list, objectives, workshop agendas, the checklist for Head Start classrooms, the nurse's year-end report and the Head Start Parent Survey. Reports are also available for the preceding four years.

Index codes 82 1 12 21

377

Design and Measures of 1967-68 and 1968-69 Head Start E&R Evaluation Studies.
20p.
1969. ED040745

Evaluation of Head Start programs is approached through identification of interactions with families and communities to learn what effects the Head Start experiences have had on the children involved. As a result of earlier studies, measures were developed for social-emotional and family factors, as well as program characteristics. In 1966-67, the newly established Evaluation and Research (E&R) Centers carried out the first full-year Head Start evaluation, using class samples representing extremes on important dimensions. In addition, for greater depth of measurement of cognition, social-emotional behavior, program, and family, the E&R Centers "clustered" to collect data for the 1967-68 study. To more clearly identify the factors relevant to child development, the 1968-69 evaluation used a different approach, that of "making things happen," in contrast to previous reliance on natural variation. Common core data were collected on at least 120 children 3 to 5 years of age, attending Head Start classes for the first time. The tests used to collect common core data, cluster data, and follow-up data for the 1967-68 and 1068-69 studies are identified and described in this paper. Also individually examined are evaluation studies by nine E&R Centers, designed to identify relevant dimensions of Head Start programs and to develop adequate measures of these. Data will be provided on what optimal child development programs can be, in contrast to other 1968-69 Head Start evaluation studies.

Index codes 2 16 21 15 81

Detterman, Douglas K.
For other entries by this author see Index of Co-authors.

378

Development Associates, Inc. Arlington, Virginia.
The Design and Implementation of a Formative Evaluation Study for the Child and Family Resource Program. Final Report.
97p.
1975. ED121441

This report describes the nationwide evaluation of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. Evaluations of the planning, initiation, and implementation phases of the program at each of its 11 demonstration sites were conducted through field interviews. These evaluations focused on goals, objectives and program activities (i.e., recruitment and training of staff, recruitment of families, development of a needs assessment plan for families, and the development of community agency linkages). Case studies documenting in detail the 11 individual CFRP programs are presented in separate reports. Features of each site are summarized in table form in this report, and strengths and weaknesses are identified. Other tables summarize the following data from all sites: (1) demographic characteristics and resource needs of each CFRP family, (2) background and duties of all CFRP staff members, and (3) details of CFRP quarterly expenditures. Recommendations for improving future demonstration programs of this type are included.

Index codes 83 1 12 15 7 14

379

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program. Appendix to Final Report.
126p.
1975. ED121442

This document presents the appendix to the final report on the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to promote community and family involvement in fostering optimum development of preschool children. (The final report was contained in a series of documents, which included program descriptions from each of the 11 demonstration sites of the national CFRP.) The first sections of the appendix present descriptions of the development and implementation of (1) the CFRP information reporting system including data collection instruments and administrative procedures used at each site, and (2) the CFRP cost study. The remaining sections, comprising more than three-fourths of the appendix, consist of sample information system forms and cost study forms.

Index codes 1 7 12 14 84

380

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Modesto, California). Program Description.
55p.
1975. ED121440

Migrant farm workers were the primary target of the Child and Family Resource Program (CFRP) in Modesto, California, one of 11 sites in this Head Start-affiliated program. The CFRP focused on an infant day care center operation providing day care service to families working in the agricultural fields. This report describes and evaluates: (1) the goals and operational objectives of the program and its components; (2) the planning, start-up, and implementation of the program components (health, education, social services, and parent involvement); (3) the major staff functions and qualifications and the recruitment process; (4) the plan and implementation of preservice and in-service training sessions designed to acquaint family service workers with available resources and with ways of assessing family needs; (5) recruitment of families and use of needs assessment procedures; (6) amount and quality of coordination with social service agencies for each component; (7) materials used with each component, including staff training materials; and (8) program cost data arranged in table form. A general summary of this site's strengths and weaknesses is offered.

Index codes 3 26 12 13 15 14 82

381

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (New Haven, Connecticut).
Program Description.
65p.
1975. ED121430

This report describes the New Haven, Connecticut, site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The New Haven site is one of 11 demonstration sites of the national CFRP. In planning and implementing the New Haven program, attention was given primarily to six areas of service development: (1) a central services catalog for CFRP families, (2) health care, (3) social serivces, (4) education, (5) parent career development and training, and (6) parent involvement. Descriptions of staff positions in the program and recruitment procedures for staff members are presented. Also outlined are: (1) the training plan for staff and parents, (2) the recruitment procedure for families (including a needs assessment procedure), (3) proposals for coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation.

Index codes 3 12 13 14 15 82

382

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (St. Petersburg, Florida).
Program Description.
59p.
1975. ED121433

This report describes and evaluates the Child and Family Resource Program (CFRP) in St. Petersburg, Florida, one of 11 demonstration sites of this Head Start-affiliated program. The cooperation of community service agencies and the combination of the roles of home-based teacher and social worker into the role of home visitor were major strengths of the program at this site. Specific areas of the St. Petersburg CFRP are described and evaluated: (1) the overall, specific, and operational goals of the program and its components; (2) the planning, start-up, and implementation of the program components (health and social services, education, parent involvement, and family recruitment); (3) staff functions, qualifications, utilization, and interrelationships; (4) preservice and in-service training; (5) recruitment of families and the use of needs assessment procedures; (6) amount of coordination with social service agencies; (7) materials used in the program; and (8) program cost data presented (in table form). A general summary of this site's strengths and weaknesses is provided.

Index codes 84 3 12 13 14 15

383

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Jackson, Michigan). Program Description.
77p.
1975. ED121434

This report presents a description of the Jackson, Michigan, site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to promote community and family involvement in fostering optimum development of preschool children. The Jackson site is one of 11 demonstration sites of the national CFRP. The local program was coordinated by the Jackson-Hillsdale Area Commission for Economic Opportunity. The program description covers nine major areas: (1) program objectives, (2) program components, including local components such as services for school age children, as well as program wide components such as health, developmental, and family support services; (3) staff described in terms of qualifications, responsibilities, organization, and utilization; (4) training; (5) individualization; (6) coordination with public schools and community agencies; (7) materials; (8) costs, reported in tables and graphs; and (9) notes on key program implementation factors.

Index codes 3 12 13 14 15 84

384

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Gering, Nebraska). Program Description.
59p.
1975. ED121437

This report describes the Gering, Nebraska, site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The Gering program, whose participating families are Spanish-speaking, is located at one of 11 demonstration sites of the national CFRP. In planning and implementing the Gering CFRP, attention was given primarily to five areas of service development: preschool education, health care, social services, parent involvement, and nutrition. Descriptions of staff positions in the program, staff training procedures, family recruitment procedures, materials used, and program costs (including accounting forms), are outlined. A short evaluation of the implementation of the program is also included.

Index codes 3 25 12 13 14 15 84

385

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Poughkeepsie, New York).
Program Description.
70p.
1975. ED121431

This report describes and evaluates the Child and Family Resource Program (CFRP) in Poughkeepsie, New York, one of 11 sites of this Head Start-affiliated program. Placing a professional in appropriate community agencies to help bring about changes in the social service delivery system (the Resource Agency Person (RAP) concept) is considered a major strength in the program. Another strength of the Poughkeepsie CFRP has been involvement of the Parent Policy Council and community agencies in development of the program. Specific areas of the program are described and evaluated: (1) the overall, specific, and operational goals of the program and its components; (2) the planning, start-up, and implementation of the program components (social services, parent involvement, health services, and education); (3) staff functions and qualifications and the recruitment process; (4) preservice and in-service training; (5) recruitment of families and the use of needs assessment procedures; (6) amount of coordination with social service agencies; (7) materials used with each program activity; and (8) program cost data (in table form). A general summary of this site's strengths and weaknesses is provided.

Index codes 3 12 13 14 15 84

386

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Bismarck, North Dakota).
Program Description.
76p.
1975. ED121435

This report describes the Bismarck, North Dakota, site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children. The Bismarck program, located at one of 11 demonstration sites of the national CFRP, was coordinated by the Bismarck Early Childhood Education Program (BECEP). In planning and implementing the Bismarck CFRP, attention was given primarily to five areas of service development for CFRP families: (1) health care, (2) education, (3) parent involvement, (4) social services, and (5) special services (e.g., a "Positive Parenting Class," transportation, special educational services, and full day care). Descriptions of staff positions in the program are presented. Also outlined are: (1) the staff training plan, (2) the recruitment procedure for families (including a needs assessment procedure), (3) methods of coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation.

Index codes 3 15 13 12 14 84

387

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Las Vegas, Nevada). Program Description.
70p.
1975. ED121439

An infant-toddler program of parent training in child growth and development, based primarily in the home, has become the major focus of the Child and Family Resource Program (CFRP) in Las Vegas, Nevada, one of 11 sites in this Head Start-affiliated program. This report describes and evaluates: (1) the goals and operational objectives of the program and its components; (2) the planning, start-up, and implementation of the program components (health services, developmental services, family support services, and additional services); (3) the major staff functions and qualifications and the recruitment process; (4) the plan and implementation of preservice training sessions designed to develop staff roles and interaction, and in-service training coordinated with Head Start programs; (5) recruitment of families, use of needs assessment procedures, and composition of the home visitor's family profile forms; (6) amount and quality of coordination with social service agencies; (7) materials used with each component; and (8) program cost data, arranged in table form. A general summary of this site's strengths and weaknesses is offered.

Index codes 3 12 13 14 15 84

388

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Oklahoma City, Oklahoma). Program Description.
56p.
1975. ED121436

This report describes the Oklahoma City, Oklahoma, site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The Oklahoma City site, serving a rural black community, is one of 11 demonstration sites of the national CFRP. In planning and implementing the Oklahoma City CFRP, attention was given primarily to four areas of service development: (1) education (i. e. an infant-toddler program, the Head Start program, a linkage system with the public school system, and a parent education program), (2) health care, (3) parent involvement, and (4) social services. Descriptions of staff positions and recruitment procedures for staff members are presented. Also outlined were: (1) the staff training plan, (2) the recruitment procedure for families (including a needs assessment procedure), (3) methods of coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation.

Index codes 3 12 13 14 15 84

389

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Salem, Oregon). Program Description.
64p.
1975. ED121438

Successful coordination of social service agencies, aimed at serving eligible families with children from the prenatal period to age 8, has been the focus of the Child and Family Resource Program (CFRP) in Salem, Oregon, one of 11 sites in this Head Start-affiliated program. The Salem program also includes an infant-toddler program emphasizing parental and child development with the overall goal of building a better family unit. This report describes and evaluates: (1) goals and operational objectives of the program and its components; (2) planning, start-up, and implementation of the program components (health, education, social services, and parent involvement); (3) major staff functions and qualifications and the recruitment process; (4) plan and implementation of preservice and in-service training sessions; (5) recruitment of families, use of needs assessment procedures, and composition of the home visitor's family profile forms; (6) amount and quality of coordination with social service agencies; (7) materials used in the program; and (8) program cost data, arranged in table form. A general summary of this site's strengths and weaknesses is offered.

Index codes 3 12 13 14 15 84

390

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program (Pottsville, Pennsylvania). Program Description.
74p.
1975. ED121432

Family centers were used to coordinate the delivery of services in the Child and Family Resource Program (CFRP) in Pottsville, Pennsylvania, one of 11 demonstration sites in this Head Start-affiliated program. Cooperation between county service agencies was fostered by implementation of a task force whose members were executive directors of the service agencies. Specific areas of the program are described and evaluated: (1) the overall, specific, and operational goals of the program and its components; (2) the planning, start-up, and implementation of the program components (social and health services, parent and vocational education, infant-toddler development, and parent involvement); (3) major staff functions, qualifications, and interrelationships; (4) preservice and in-service training programs; (5) recruitment of families and the use of needs assessment procedures; (6) amount and quality of social service agency delivery coordination; (7) materials used with each component; and (8) program cost data (in table form). A general summary of this site's strengths and weaknesses is provided.

Index codes 3 12 13 14 15 84

391

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program Formative Evaluation. Second Interim Report.
67p.
1975. HS200754

The major task described in this second interim report is the development of an information reporting system and its demographic and cost components. The findings of a cost study of 11 Child and Family Resource programs are supplemented with tables and graphs.

Index codes 1 12 14 15 84

392

Development Associates, Inc. Arlington, Virginia.
Child and Family Resource Program Formative Evaluation. Second Interim Report. Appendix.
Unpaged.
1975. HS200755

The appendix to the second interim report on the Child and Family Resource Program formative evaluation contains information system reporting forms, cost reporting forms, and cost data collection worksheets.

Index codes 2 12 14 15 84

393

Development Associates, Inc. Arlington, Virginia.
The Design and Implementation of a Formative Evaluation Study for the Child and Family Resource Program. Final Report. Executive Summary.
97p.
1975. ED167261

This executive summary of the final report of the formative evaluation of the Child and Family Resource Program (CFRP) demonstration projects recommends that the Office of Child Development (OCD): (1) assign a full-time OCD project manager to the demonstration in the early stages of the project; (2) implement a systematic approach to assure that all information and administrative procedures required to make informed management decisions are available to the national OCD program planning/implementation staff; (3) implement grantee selection procedures that are responsive to the intent of the demonstration program; and (4) coordinate with and involve the regional offices early in the planning process. The CFRP is described. Principal tasks and objectives of the evaluation effort are indicated, and the methodology of the formative evaluation is overviewed. Results in the program areas of planning, startup and implementation phases are summarized. Some results of the study are indicated below. Extensive Head Start personnel influence on program planning and startup was found. Proposal preparation time was insufficient. Maintaining qualified staff was a chronic problem. In all CRFPs the key staff positions were the Home Visitors or Family Advocates who worked directly with the families. Whether key staff were professional or non-professional affected the services provided to clients. Family recruitment was a continual program task.

Index codes 1 6 7 12 14 84

394

Development Associates, Inc. Washington, D.C.
Evaluation of Implementation Effects, and Costs of the Child and Family Resource Program. First Year Report.
62p.
1976. HS200762

This first year report of a two-year evaluation of the implementation, effects, and costs of 10 Child and Family Resource Programs during the third and fourth program years discusses the study design, explains the consequences of the OMB clearance delay, analyzes the data that were collected, and outlines the plans for the second year. The activities related to the information reporting system and the determination of program costs are described. Principal Author: Robert P. Thompson.

Index codes 99 82

395

Development Associates, Inc. Arlington, Virginia.
Evaluation of Implmentation Effects and Costs of the Child and Family Resource Program. Interim Report on the First Summative Data Point.
1977. HS200761

The second of three reports on the evaluation of the Child and Family Resource Program (CFRP), this report represents the first summative data point (Fall 1976) and describes the CFRP families participating in the evaluation as well as tests of significance between CFRP and non-CFRP children tested during this period. Also presented are an overview of the CFRP, the evaluation plan and design, and a description of field data collection activities.

Index codes 82 1 21 14 7 15

396

Development Associates, Inc. Arlington, Virginia.
Evaluation of the Implementation, Effects, and Costs of the Child and Family Resource Program During the Third & Fourth Years of Program Operations. Final Report.
1977. HS200757

A two-year evaluation of the Child and Family Resource Program (CFRP) during its third and fourth years of existence assessed the implementation, effects, and costs of CFRP. Two chapters describe CFRP and its operation, while other chapters deal with an assessment of the degree and effectiveness of program implementation and with program impact and parent and child outcomes. Concluding comments are made about evaluation strategies directed toward future evaluations.

Index codes 99 84

397

Development Associates, Inc. Arlington, Virginia.
Implementation, Effects, and Costs of the Child and Family Resource Program. Final Report. Appendices.
1977. HS200756

The appendices to a final report on the implementation, effects, and costs of the Child and Family Resource Program (CFRP) contain tables and supporting analyses, a history of the CFRP evaluations, data collection procedures, analysis of community agency data, program costs, instrumentation, and response categories from parent interviews.

Index codes 82 2 1 21 14 15 7

398

Development Associates, Inc. Arlington, Virginia.
Project Developmental Continuity. Cost Manual.
1975. HS200740

This manual represents the cost assessment element in an evaluation study of 15 programs designed to link Head Start and elementary schools. Linkage is both physical (same premises) and administrative and involves vertical grouping and team teaching. A program was assigned to each of the ten regions under the Office of Child Development, to four areas with large bilingual populations, and to the Indian and Migrant Divison of OCD. Four site visits were made to each project. Section of the manual contain definitions of language used in the study; accounting categories to be used for project expenses; a table of activity categories with appropriate allocation categories; instruments for recording noncash donations, staff time, personel hourly rates, and cash disbursements; and categorical cost sheets.

Index codes 2 14 12 25 26 82

399

Development Associates, Inc. Arlington, Virginia.
A Process Evaluation of Project Developmental Continuity. Interim Report V. Second Program Year Cost Report. Draft.
63p.
1976. HS200760

This interim report presents the methodology and findings from the second year of the Project Developmental Continuity (PDC) cost study. Cost data are presented by program component and PDC sites.

Index codes 82 1 14 12

400

Development Associates, Inc. Arlington, Virginia.
Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings.
106p.
1976. ED144709

This workshop was convened by the Office of Child Development (OCD) to identify research issues and to set priorities for research related to bilingual/bicultural early childhood development programs proposed by OCD. Workshop participants were researchers and persons with expertise in the development of bilingual/bicultural preschool programs. The report includes the proceedings of the workshop and appendices which include a list of conference participants and invitees, the workshop agenda, and the text of the keynote speech on Bilingual/Bicultural Early Childhood Development. The main body of the paper includes presentations and work session notes and recommendations on socialization, parent involvement, language development, cognitive development, and evaluation/assessment as these issues relate to bicultural children and programs. Also included are presentations on Head Start children, OCD's research priorities for 1976, conference expectations, and a brief summation.

Index codes 3 25 81

401

Development Associates, Inc. Arlington, Virginia.
Head Start Program and Cost Data Analysis: Final Report - Volume I.
297p.
1979. ED187464

This document describes and analyzes the 1976-1977 Head Start Program Information Report (PIR) data. PIR is a comprehensive data collection effort directed at the programs of all Head Start grantees of which there were approximately 1,100 in 1976-1977. The unit of analysis in this study is the grantee rather than the agencies delegated by grantees to implement Head Start programs. The Head Start program descriptions are analyzed by PIR according to enrollment sizes, ethnic composition of staff and children, children's ages, average classroom sizes, staff/child ratio, and program costs. The resulting data are used to determine which program characteristics relate to program costs per child, what meaningful comparisons and contrasts among types or clusters of programs can be made, and what the statistical ranges in cost variations are. Also included in this document are the following areas of PIR information: organizational and geographic characteristics of grantees; health services information regarding Head Start children; food services, social services, and parent involvement information; funding received by grantees from different revenue sources and the costs incurred against such revenues.
Principal Author: George Kettner.

Index codes 1 12 14 20 81

402
Development Associates, Inc. Arlington, Virginia.
Head Start Program and Cost Data Analysis: Final Report - Volume II.
72p.
1979. ED194217
This second volume of the Head Start Program and Cost Data Analysis Final Report analyzes data from sources other than the Head Start Program Information Report (PIR). The report is divided into three sections: Distributional Impact of Head Start Financing, Pilot Study of Program Compliance, and Recommendations for Secondary Data Analysis. The appendix gives a description of the distributional impact data. Data from the U. S. Census Bureau's "Survey of Income and Education: 1975" were used to determine the number of children eligible to participate in the Head Start program for each state and federal region. The geographical distribution of the eligible population was then compared with the actual distribution of Head Start enrollees. In addition, an exploratory study of Head Start program compliance was conducted to determine if program compliance differs according to various program characteristics including costs per child, enrollment, size, child/staff ratios, and type of program. These data were collected by means of the Performance Standards Self-Assessment and Validation Instrument (SAVI). The SAVI is designed to assess compliance with Head Start performance standards for nearly 400 items in various areas of program operation (education, health services, social services, and the like). Recommendations for both the distributional impact and program compliance analyses are presented.
Principal Author: Joseph Cordes.

Index codes 1 14 12 20 81

403
Development Associates, Inc. Arlington, Virginia.
Head Start Program and Cost Data Analysis. Final Report.
1979. HS200741
This document is the executive summary of the Final Report of the Head Start Program and Cost Data Analysis Project. For the full report, see ED187464.

Index codes 1 14 81

404 Diamond, Hannah.
An Investigation of the Efficacy of Piaget Curricular Elements Integrated Into A Traditional Head Start Program.
118p.
1973. ED081622
The effects of Piagetian curricular elements added to a traditional Head Start program were investigated to determine if such elements helped to develop classification, seriation, and conservation. Two Head Start classes of 23 and of 19 children were used in the study. Student skills were assessed through a pretest and posttest using classical Piagetian procedures. Nine separate activities addressing the seriation, classification, and conservation concepts were used in the experimental class during the school year. Results showed that seriation skills, classification skills, and conservation of discontinuous quantity were developed in more Head Start children in the experimental class than in the traditional class; conservation of continuous quantity did not develop in more students in the experimental group.

Index codes 1 21 13 81

Dickey, Marguerite.
For other entries by this author see Index of Co-authors.

405 Diehl, Mary J.
Preschool Education for Disadvantaged Children: An Evaluation of Project Head Start, Trenton, New Jersey.
Dissertation Abstracts International, 1967, 28(5-A):1729.
HS100100

This study evaluated the gains of 38 children who participated in Project Head Start and 23 children who did not participate in Head Start. The study evaluated the Head Start program in terms of practices and instruction, collecting data on both groups' scores on the Lee-Clark Reading Readiness Test and the Peabody Picture Vocabulary Test.

Index codes 1 21 83

Diehl, Luther A.
For other entries by this author see Index of Co-authors.

406 Dill, John R.; et al.
Day Care Council of New York, Inc. New York.
A Study of the Comparative School Achievement of Day Care Graduates. Final Report for Research Project.
120p.
1973. ED118237

This study investigated the impact of differential programming on urban, low-income black children's early school achievement. The 728 children in the study, all residents of the Bedford-Stuyvesant and Brownsville areas of Brooklyn, N. Y., were "graduates" of 17 preschool programs during 1967, 1968, and 1969. The programs included 6 licensed, developmental day care centers; 4 unlicensed, custodial day care programs; 4 Head Start Centers; and 3 Board of Education Early Childhood Centers and prekindergarten programs. Specific information about each of the programs was obtained from a retrospective interview schedule and included program objectives, facilities, staff, curriculum, parental involvement, and ancillary data. Data collected from elementary school records included demographic information (particularly birthplace and family characteristics), school attendance, personal/social behavior, physical/health status, and school achievement as measured by the Metropolitan Achievement Test and the Reading and Mathematics Test for New York State Elementary Schools. The results strongly suggest that children from licensed day care programs are performing better than their peers during the early school years. Specific results and data limitations are discussed in detail.

Index codes 1 5 9 16 19 21 81

407 Dittmann, Laura L.; et al.
Maryland University. College of Education. College Park, Maryland.
Study of Selected Children in Head Start Planned Variation, 1969-1970. First Year Report: 3 - Case Studies of Children.
39p.
1971. ED052847

To test the feasibility of using case study techniques in national evaluations, the case study approach was used to study the experiences of a boy and a girl in each of eight Head Start curricular models and two children in a classroom not under the sponsorship of a program developer. Teachers and mothers were also interviewed. The purpose of the study was to capture the children's experiences in the different settings, not to evaluate the model itself. Summaries of case studies of 16 children are presented. Classroom observers agreed on these findings: (1) the Head Start experience is valuable to the children; (2) there is not enough contact between the home and the school; (3) concentration on cognitive aspects of the model tends to make teachers less aware of other important aspects of the child's life; (4) the models restricted the teachers in tailoring the program to the individual child; and (5) in many instances the curriculum seems better geared to boys. Investigators concluded that the case study approach is feasible. A final section comments on the functioning of the models and the extent to which Head Start goals are being met.

Index codes 1 13 15 84

408 Dittmann, Laura L.
Maryland University. College of Education. College Park, Maryland.
Children in Head Start 1970-1971: Supplemental Report for Office of Child Development.
85p.
1972. ED085098

This report, a supplement to the more general report entitled "Case Studies of Children in Head Start Planned Variation 1970-71," presents brief accounts of the experiences and life styles of 20 children in Head Start classrooms. The narratives are based on material gathered by observers from the Institute for Child Study as a part of the evaluation of Planned Variation in Head Start. A total of ten different Head Start program models is represented. Each child's description includes classroom behavior, health, self concept, adjustment problems, adult and peer interactions, academic achievement, and gains from the Head Start program.

Index codes 1 20 13 5 16 19 7 21 83

409 Dittman, Laura L.
Project Development Continuity: Collaboration of Parents and Preschool.
International Journal of Early Childhood, 1978, 10(1):40-42.
EJ194736

The author describes a demonstration program called Project Developmental Continuity which attempts to provide continuity between the Head Start Program and the public school, with the parents as a major element in both settings.

Index codes 81 3 20

410 Dixon, Carol.
Guided Options as A Pattern of Control in a Head Start Program.
Urban Life and Culture, 1972, 1(2):203-216.
HS200101

This paper is an account of one pattern of organization and control called "guided options management strategy" as observed in a Head Start classroom.

Index codes 1 13 82

411 Dodge, Mary K.
A Case Study of a Model for Teaching Headstart Children.
Dissertation Abstracts International, 1975, 35(9-A):5914.
HS200102

This study documents the implementation of a model for teaching four year old Head Start children. The goals of the model were the development of the children's personal fulfillment, ability to regulate themselves, positive self-concept, and understanding of themselves and others. The case study method was employed. The events occurring in a Head Start classroom in Chester, Vermont, during the 1972-73 school year are documented as are how the teachers implemented the model and the reactions of the children. The data were analyzed to determine the degree of similarity between the theoretical model and the methods actually used by the teachers, and to determine the kinds and extent of behavioral changes noted in the four goal areas.

Index codes 1 13 16 83

412 Donovan, Jack.
Contract Research Corporation. Belmont, Massachusetts.
An Evaluation of Monitoring Systems in Selected Regional Program Areas.
384p.
1976. HS200503

This study is part of a departmental effort to identify regional information needs as well as information management problems that interface with a manager's capability to function in all the expected roles. This study concentrates on three program areas: (1) child support enforcement; (2) Head Start; and (3) vocational education.

Index codes 1 12 81

413 Doob, Heather Sidor.
Educational Research Service. Washington, D.C.
Summary of Research on Prekindergarten Programs. (Research Brief).
89p.
1976. ED127035

This analysis of current research on prekindergarten programs for the disadvantaged covers more than 40 evaluative studies drawn from public school systems, program developers and federal agencies throughout the U. S. Findings from most of the studies included were made public between 1970 and 1975, although some earlier research is included. A tabular summary of each study is presented, describing program type, evaluation instruments used, and results. This is followed by fuller descriptions of the individual studies which comprise the main section of the volume. School and home-based programs, migrant education, and mobile classrooms are covered, as well as programs for the learning disabled and mentally retarded. A brief introduction discusses problems in the evaluation of research on prekindergarten education. An extensive bibliography, of both published and unpublished literature, is furnished for in-depth study of specific aspects of preschool education.

Index codes 2 8 9 21 26 81

Dopyera, John.
For other entries by this author see Index of Co-authors.

414 Dorman, Lynn.
Assertive Behavior and Cognitive Performance in Pre-School Children.
Dissertation Abstracts International, 1969, 30(5-B):2397-2398.
HS100103

The purpose of this study was to explore the relationship between various forms of assertion and cognitive performance in preschool children. Subjects were drawn from Head Start classes.

Index codes 1 19 21 83

415 Douglas, Nancy J.; Schwartz, Julia B.
Florida State University. Tallahassee, Florida.
Increasing the Awareness of Art Ideas of Culturally Deprived Kindergarten Children Through Experiences with Ceramics. Final Report.
40p.
1967. ED016519

This study covered a period of 8 weeks and 14 saessions. An experimental group of 29 5-year-olds was taught by an experienced early childhood and art education teacher. A control group of 26 5-year-olds was used only for measurement of normal growth during a beginning and a final session. The purpose of the study was to increase meaningful language development and awarenes of cuturally deprived children to selected art ideas through guided participation. A new ceramic art piece was shared with the experimental group at each of the 14 sessions. These works represented a variety of ideas, from the simple pieces by college students to works by professionals and including 2 pieces from other cultures. Clay for modeling was placed on the work area in the back of the room. Questions posed and discussed were based on 4 basic art iedeas, (1) what is it, (2) who did it, (3) how did he do it, and (4) could he do it with an alternate material. Tape recordings were made of each session. The children were rated on verbalization and clay products. On the pont-test there was a significant gain in favor of the control group on verbalization scores and the ability to use clay.

Index codes 81 1 23

416 Doyle, Michael V.
An Investigation and Evaluation of Speech Education in Pre-School and Early Elementary Programs for the Disadvantaged.
151p.
1969. ED044410

This study investigated and evaluated speech and language arts improvement in pre-school and early elementary programs for the culturally disadvantaged. Using the Head Start and Project Follow Through programs, an examination was made of (1) the scope of the various programs as revealed by quality, personnel, finances, cost, academic emphasis, and parent participation, (2) the children enrolled in the programs (white, Negro, Spanish-American, Indian), (3) the availability of books and resources in language arts, and (4) the Bereiter-Engelmann structured approach to language learning. Statistical data were cited to help provide guidelines for a national restructuring of pre-school compensatory programs. Recommendations called for inservice programs in speech education and language arts, parent involvement in language arts programs, resource information centers in all 50 states, and the involvement of speech educators in all phases of education for the disadvantaged.

Index codes 1 20 14 23 12 13 81

417 Draine, Pearl M.
A Comparison Between Head Start Mothers' and Teachers' Perceptions of Curriculum Content and Activities to the Included in the Head Start Early Childhood Education Component.
Dissertation Abstracts International, 1975, 37(2-A):868.
HS200104

This study is an examination of mothers' and teachers' perceptions of what should be included in the child development curriculum in Head Start Early Childhood programs.

Index codes 1 13 15 83

418 Dranoff, Steven Michael.
Fordham University.
The Relationship of Cognitive Level and Training to Observation Skills in Head Start Paraprofessionals.
Dissertation Abstracts International, 1981, 41(12):Section B, 4702.
HS200847

The study investigated the impact of training in the skills of observation and inference development on child care paraprofessionals. Sixty female paraprofessionals were asked to complete a 20-item, true-false observation scale based on a 20-minute videotape. The scale consisted of behavioral observations and inference statements to assess ability to observe behavior and make inferences accurately. Training was provided to 15 who had reached concrete operations and 15 who had reached formal operations. At the end all subjects viewed the videotape again and completed the scale. Prior to training, there was no significant difference in observing behavior between those who have reached concrete operations and those who have reached formal operations. In making inferences about observed behavior, prior to training, individuals at the formal operations stage did significantly better. When both cognitive development and training were considered, those at the formal operations stage were not significantly different on observing behavior and making inferences than those at the concrete operations stage after both received training. Based on the findings, individuals functioning at the concrete and formal operations stages accurately observed behavior. On the other hand, individuals at the formal operations stage were more accurate at making inferences than individuals at the concrete operations stage. Training in observation enabled subjects to accurately observe behavior and make inferences, regardless of their level of cognitive development.

Index codes 1 12 81

Drije, Carla.
For other entries by this author see Index of Co-authors.

419 Dube, Gary G.; Rudolph, Jeffrey, A.
Performance of Black Head Start Children on the Vane Kindergarten Test and the Stanford-Binet as Related to Age and Sex Variables.
Journal of Clinical Psychology, 1978, 34(2):431-437.
HS200617

The concurrent validity of the Vane Kindergarten Test (VKT) was studied employing the Stanford Binet as the external criterion. Both the Binet and Vane were administered to 90 low socioeconomic status Black Head Start children between the ages of 4 and 5.5 years. While an overall correlation of .65 was found between the measures, the Vane did not appear to discriminate sufficiently abilities among children below the age of 4.5. A substantial number of these children obtained zero scores on one or more of the three Vane subtests. It was suggested that a VKT basal effect may be manifested with low socioeconomic Black children at this age level. Additional analyses of test scores yielded no significant differences among SS for the variables age and sex. 16 references.

Index codes 2 24 81

420 Duncan, Thomas.
Teacher Competencies Needed for Cognitive Development of Preschool Children as Perceived by Supervisors and Teachers in Selected Head Start and Day Care Programs in Connecticut.
Dissertation Abstracts International, 1975, 36(7-A): 4414.
HS200105

The purpose of this study was to determine how teachers and supervisors in public Head Start and day care programs in Connecticut perceive teacher competencies which may be important to the cognitive development of preschool children. The sample consisted of 11 Head Start and 78 day care centers.

Index codes 1 12 21 83

421 Durbin, Louise.
Health Start: The Maine Story.
Children Today, 1972, 1(6):2-6.
EJ071649

Health Start was carried out to develop ways of coordinating health resources and to extend Head Start-type health services to a greater number of poor pre-school children.

Index codes 3 5 81

422 Durham, Joseph T.
Compensatory Education: Who Needs It?
Clearing House, 1969, 44(1):18-22.
HS100106

In this article the author challenges the need for compensatory education and suggests that the real task is to provide a system in which all children will have access to quality education.

Index codes 3 20 82

423 Durrett, Mary E.; Radov, Aneita S.
Changes in Self-Perceptions of Head-Start Trainees.
Elementary School Journal, 1972, 72(6):321-326.
EJ055213

The Brown Self-Report Inventory was administered to three groups of trainees at the beginning and at the end of the Head Start Leadership Development Program.

Index codes 1 12 82

424 Dwyer, Robert C.
Evaluation of the Effectiveness of a Problem-Based Pre-School Compensatory Program.
Journal of Educational Research, 1972, 66(4):153-156.
HS200108

An experimental treatment, "Environmental Academics," creates a problem-environment in which academic learning is "relevant" and functional. The child acquires skills and concepts in the process of solving a problem he wants to solve. For six months during a Head Start program, 160 5-year-old children from Head Start-eligible families were assigned to two treatments. The experimental group received a problem-based program for 1-1 1/2 hours per school day, and the ongoing Head Start program for the rest of the day. The control group received the ongoing Head Start program for the full day. The study indicates that the experimental program resulted in significantly greater improvement of a number of academic indices for preschool disadvantaged children than the regular program. The implication is that structured educational programs may consist of a goal-environment in which academic skills become functional to the child, and in which both skills and concepts are developed heuristically.

Index codes 82 1 13 21

425 Dwyer, Robert C.; et al.
An Evaluation of the Effectiveness of a New Type of Preschool Compensatory Program: Environmental Academics.
11p.
1972. ED061273

A total of 160 five-year-old children from Head Start-eligible families were assigned to two treatments during a 6-month Head Start program. The experimental group received the Environmental Academics Program for one to one and a half hours per school day, and the ongoing Head Start program for the balance of the day. The control group received the ongoing Head Start program for the full day. The experimental group made significant gains over the control group on IQ and achievement measures.

Index codes 1 24 13 83 21

Dyer, Jean L.
Eagle, Carol.
For other entries by these authors see Index of Co-authors.

426 Earhart, Eileen M.
Classification Training Curriculum.
Child Study Journal, 1972, 2(4):191-196.
HS200109

This article describes the classification training curriculum which is designed to help young children develop some beginning stages of logical thinking. The lessons were field tested by Head Start teachers.

Index codes 1 21 81

427 Earhart, Eileen M.
Educators Ask How Young Is Too Young?
New York Times, September 7, 1975, Sec. 4, p. 18.
HS200110

This article reports the controversy surrounding the Child and Family Services Act of 1975 which seeks to expand schooling to include two and three year olds. Proponents feel preschool activities constitute learning experiences that contribute to a child's intellectual and social development. Arguments arise over public school or day care sponsorship of such programs.

Index codes 1 8 20 81

Earhart, Eileen M.
For other entries by this author see Index of Co-authors.

428
Early Childhood Development Task Force. New York.
The Children Are Waiting. The Report of the Early Childhood Development Task Force.
150p.
1970. ED055648

The Task Force on Early Childhood Development for New York City examined early childhood services and explored the feasibility of establishing an office for early childhood services. This report assesses the effectiveness of early childhood services in meeting the needs of children and their parents and recommends changes in the quantity and quality of programs. Section titles are: A Look at Programs, Parent and Community Involvement, Staffing Qualifications, Expansion of Facilities, Department of Early Childhood Services. Three appendices present (A) Fact Sheets on Early Childhood Programs, (B) Excerpts from New York City Health Code on Staffing Qualifications, (C) Steps for Establishing a Department of Social Services Group Day Care Center.

Index codes 3 7 14 81

429
Eastern Michigan University. Ypsilanti, Michigan.
Factorial and Naturalistic Observational Procedures in an Evaluation of Preschool Bilingual Curriculum Models.
Published as part of the Ethnoperspectives Project. 14p.
1981. ED212160

A methodological approach to evaluation is presented. This model attempts to integrate quantitative and qualitative procedures in evaluating the effects of bilingual/bicultural Head Start programs on young children. The evaluation was intended to provide information on the following: (1) the extent to which the curriculum models, once implemented, were meeting their objectives; (2) the feasibility of successfully implementing the models in question in more than one setting; and (3) the extent to which models were greeted favorably by Head Start staff, parents, and lay community members. The evaluation model included parent and teacher interviews, data on parental background characteristics, child impact testing, and naturalistic observations. The data were gathered in narrative accounts, logs and inventories that were maintained over the course of the Head Start year. It is argued that by linking observations and psychometric instruments to a particular set of phenomena, increased reliability can be achieved by allowing an in-depth examination of both process and outcome variables.

Index codes 3 25 81

430 Eckerson, Louise O.
Following Through With Follow Through.
American Education, 1973, 9(10):10-16.
EJ090449

The author describes Follow Through, a program designed to develop and demonstrate alternative ways to reinforce and sustain Head Start benefits as children move through the elementary grades.

Index codes 3 10 81

431
Economic and Youth Opportunities Agency of Greater Los Angeles, California.
Head Start Preschool Child Development Program Evaluation Report for 1970-71.
199p.
1971. ED061999

An evaluation of a youth and economic opportunities agency's improvement program for preschool children is presented. Objectives of the Head Start program include: (1) Improving the child's physical health and abilities, (2) Helping the emotional and social development of the child, (3) Improving the child's mental processes and skills and establishing patterns and expectations of success for the child; (4) Involving parents in the decision making process for the program, and (5) Parent education. Program achievements include: training and education, parent participation, health services, psychological services, nutrition program, social services, career development, volunteer services, and research and evaluation. Conclusions include: (1) The program had a high attendance rate and substantial parent involvement; (2) Snacks and hot lunches were provided daily; (3) Over half of the children were tested for vision, hearing and TB; (4) The program provided employment for 464 previously unemployed people; and (5) The program encouraged staff members to continue or resume their education. Recommendations include: (1) Increase program training for parents; (2) Increase the mental health budgets, (3) Develop and fund a model program, and (4) Develop a procedure for random follow-up of Head Start children.

Index codes 1 5 16 21 15 12 6 14 17 83

432 Eddy, Raymond T.
University of North Alabama.
Evaluation of Tuscumbia, Alabama Head Start Data.
34p.
1971. HS200842

Ability and achievement data for children attending the 1969-70 Tuscumbia, Alabama Head Start Program, and followup data for children from the three previous years are evaluated. Instruments used were the Stanford Binet, form L-M, the Peabody Picture Test, and the California Test of Mental Maturity. Results are given separately for Negro and white children. Conclusions are that there is a correlation between reading progress and mental maturity and that the former Head Start children followed in elementary school are making normal or better-than-normal progress in reading.

Index codes 82 1 11 20

433 Eddy, Raymond T.; Cassidy, William.
Tacoma Public School District. Tacoma, Washington.
Academic Aptitude and Achievement in Basic Skills: A Head Start Study.
6p.
1980. HS200890

It was found that participants in the Tacoma Head Start Prog
in the district and were tested exceeded their anticipated a
of 18 categories. In comparison with the total district, He
participants out-achieved their pears by a very slight margi

Index codes 82 1 21

434

Education, Inc. Charleston, West Virginia.
Head Start Telelecture Project. A Feasibility Study to Assess The Potential of Telelecture as a Medium for In-Service Teacher Training in Appalachia.
39p.
1967. ED017163

This document describes the procedures involved in a feasibility study for telelecture in-service teacher training in Appalachia. Procedures are discussed in six sections--(1) program planning based on a survey of the literature concerning telelectures, (2) selection of participants, (3) selection of training materials, (4) planning and implementing a materials workshop, (5) planning and implementing the telelecture conference series, (6) evaluation. A final section gives conclusions and recommendations. A bibliography on telelectures is included.

Index codes 1 12 81

435

Educational Testing Service. Princeton, New Jersey.
CIRCUS: Comprehensive Assessment in Nursery School and Kindergarten.
41p.
1973. ED087786

These papers deal with four specific propositions concerning the role of measurement in early childhood education: 1. measurement should play an integral part in early education, independent of special pressures to evaluate program effects; 2. the measures should be designed or adapted specifically to the continuing needs of preprimary educators and to the limitations in time and measurement expertise typical of many nursery schools and kindergartens; 3. there should be no lowering of technical standards for the instruments which assess young children; 4. theoretical bases and construct validity are just as important for measures intended for use in practical settings as for research instruments. Six speakers at the symposium explained their reasoning behind these propositions and illustrated their remarks with descriptions of CIRCUS, a program of new instruments and supporting services for preschool and kindergarten teachers. Titles of the six presentations are: Assessment for Personal and Educational Development; Language Comprehension and Performance; Memory and Experience; Quantitative and Relational Understanding; Problem Solving and Divergent Production; and, The Context of Assessment and the Assessment of Context. Two additional speakers presented their critical views of these measurement approaches.

Index codes 2 21 81

436

Educational Testing Service. Princeton, New Jersey.
CIRCUS. Manual and Technical Report. Preliminary Version.
600p.
1974. HS200758

This preliminary report describes the development of CIRCUS, a comprehensive array of assessment devices used to diagnose children's instructional needs and to monitor and evaluate early education programs. The CIRCUS instruments measure receptive vocabulary; quantitative concepts; visual discrimination; perceptual-motor coordination; letter and numeral recognition and discrimination; discrimination of real-world sounds; auditory discrimination; aspects of functional language; comprehension, interpretation, and recall of oral language; productive language; general information; visual and associative memory; problem solving; divergent pictorial production; activities inventory; behavior inventory; and educational environment. Discussed are the national data base; relationships among CIRCUS scores; and the administration, scoring, and interpretation of CIRCUS instruments. Numerous tables present test data.
Principal Author: Scarvia B. Anderson.

Index codes 3 7 84

437

Educational Testing Service. Princeton, New Jersey.
CIRCO: Technical Report and Manual.
372p.
1978. HS200571

CIRCO, derived from the English language CIRCUS series, represents the most comprehensive array of measurement instruments for the young Spanish-speaking population in the United States and assesses the child's language abilities in both Spanish and English. This report describes the development of CIRCO, the test development procedures, and the national data base as well as the norming administrations conducted in 1976 an 1977. Tables present characteristics and distributions of the Spanish-speaking populations. General Administration Instructions are provided for the CIRCO examiner. Individual descriptions of the twelve measures includes the rationale and content of the test; any special conditions for administering or scoring the test; modification and differences between each CIRCO test and its counterpart in the English CIRCUS battery; analyses of the performance of the norming sample on the test; and tables for the interpretation of test scores. The CIRCO series measures perceptual and cognitive skills of young children who understand and speak Spanish. The measure include CIRCO Language Check; quantitative concepts; visual discrimination; perceptual-motor coordination; visual and associative memory; problem solving; phoneme discrimination; comprehension, interpretation and recall of oral language; aspects of functional language; ability to comprehend Spanish sentences; productive language - English; and productive language - Spanish.
Principal Author: Roy Hardy.

Index codes 84 2 25 21

438

Educational Testing Service. Princeton, New Jersey.
From CIRCUS to EL CIRCO: Issues in Instrument Development for Young Spanish-Speaking Children.
19p.
1976. ED150185

The CIRCO project is a large scale effort to design a series of diagnostic instruments, based on the CIRCUS tests, for Spanish-speaking children in preschool, kindergarten, and first grade classrooms in the United States. The goal is to develop measures with the following characteristics: (1) is suitable for use with dialect backgrounds; (2) emphasizes a differentiated view of human abilities; (3) eliminates cultural or regional biases, with sufficient pilot testing; (4) has norms representative of the Spanish-speaking population of 4-6 year-old children in preschool programs; (5) considers the construct of Spanish as a language, and the syntax and lexical differences between Spanish and English; (6) adequately guards against test score misinterpretation and test misuse. In both the CIRCUS and CIRCO systems, interpretive scores (such as grade equivalent scores) will be abandoned, and test publishers will provide more direct interpretation with the score report. The plans for pilot testing, field testing, norming, and item review are described.
Principal Author: Roy Hardy.

Index codes 2 21 25 81

439

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences. Interim Report.
1968. HS100539

This interim report describes some of the plans and philosophy for a proposed comprehensive study of the cognitive, personal, and social development of disadvantaged children over the age period 4-8. The aims of the study are to identify the components of early education that are associated with children's development; determine the environmental and background factors which influence such associations; and describe how these influences operate. The child variables, family variables, community and school variables, classroom and teacher variables are defined. Procedures for carrying out assessments in homes, schools, and special assessment centers and community public relations efforts are described. The need for a useful data system in terms of quality control, completeness, and easy accessibility, and types of data analyses are discussed. The appendices contain descriptions of personnel; estimated budgets; sample Task Force working papers on preschool programs, personal-social development, and criterion variables in assessing outcomes of instruction; and the Educational Testing Service policy and procedure for safeguarding rights and welfare of human subjects in investigations.
Principal Author: Scarvia B. Anderson.

Index codes 99 82

440

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences: ETS-OEO Longitudinal Study. Theoretical Considerations and Measurement Strategies. Appendices Related to Measures.
485p.
1968. ED037486

This report is part of a comprehensive study of the cognitive, personal, and social development of disadvantaged children over the crucial period age three through grade three. The aims of the study are to identify the components of early education associated with children's development, to determine the environmental and background factors influencing such associations, and, if possible, to describe how these influences operate. The report focuses on: stragety and tactics in conducting research with the disadvantaged, children's cognitive and perceptual development, personal and social development, physical health and nutritional status, and the impact upon children of the family, the classroom, the teacher, the school, the community, and the tester. A summary of the measurement strategies and procedures, systems design and control, and the analysis of the longitudial study complete the report. An appendix (a) discusses project personnel. A supplementary volume carries apprendixes "b" through "f," relating to measures of classroom ratings of children's characteristics, of taxonomy of children's interest, and of contextual differentiation; encyclopedia of proposed measures, by title, index to proposed measures, by variable; and selection of study sites.

Index codes 84 2 11 12

441

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Operations Planned for the Second Year of the Study, 1969-70.
21p.
1969. HS100547

The operations planned for the second year (1969-70) of a longitudinal study of disadvantaged children and their first school experiences are described. The investigation calls for a follow-up of the longitudinal sample that was selected and measured during the first year of the study and for a study of appropriate cross-sectional groups (kindergarten through grade 3) to obtain information about the general characteristics of the disadvantaged children and the educational programs they attend. A month-by-month deadline date schedule outlines the activities planned in conducting the study. These include test development and try-out; training staff in administering tests, questionnaires, and interviews; interviewing mothers; observations in classrooms; testing children; collecting information from testers, teachers, school administrators, and communities; keeping track of children who move; data preparation and analysis; and community relations.

Index codes 2 11 82

442

Educational Testing Service. Princeton, New Jersey.
From Theory to Operations. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study.
259p.
1969. ED043397

In the summer of 1969, Educational Testing Service (ETS) began identifying the 1,650 3 1/2-year-old children in four sites across the country who would become part of a six-year longitudinal study designed to assess the impact of Head Start. The sites were Lee County, Alabama, St. Louis, Missouri, Trenton, New Jersey, and Portland, Oregon. The children were measured on a large number of relevant variables before any of them had experience with some or no Head Start program. This report (the second of three) describes attempts to design an evaluative program based upon conceptions of the complexity of the human organism and an interaction model of human development. Six chapters present: (1) a short history of the ETS study, (2) impressions of the study communities, (3) measures used in initial assessments, (4) data collection procedures, (5) data storage and retrieval system, (6) plans for data analysis. The seventh and final chapter anticipates the activities of 1969-1970. Four appendixes are included: (a) tryouts of measure, (b) working papers, (c) the ETS-Head Start Longitudinal Study and the Westinghouse Study, (d) project personnel.

Index codes 99 82

443

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Preliminary Description of the Initial Sample Prior to School Enrollment. A Report in Two Volumes: Volume 1.
300p.
1970. ED047797

This preliminary report is the fourth in a series describing the progress of a 6-year longitudinal study by the Educational Testing Service (ETS). The present report specifically describes initial differences between children who go on to Head Start, and those who do not, based on results of 16 of the 33 measures administered in Year 1 (1969) in three of the study sites: Portland, Oregon; St. Louis, Missouri; and Trenton, New Jersey. In addition to test scores, information was collected on family and health. Comparisons are made in relation to the children themselves (sex, age, race, month of testing, test scores, and health information) and to their family situations. The results of the comparisons are discussed in relation to (a) relevant additional information on characteristics of Head Start population provided by the Office of Child Development/Head Start; and (b) related findings in the literature on disadvantaged children, especially in respect to Head Start attendance or non-attendance. Variables relating to the parental decision to send a child to Head Start are: Head Start attendance by an older sibling, the mother's employment status, the educational level of the parents, parental attitudes towards jobs and education, size of the family, race, and the child's sex.

Index codes 1 10 11 5 7 82

444

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longtitudinal Study: Preliminary Description of the Initial Sample Prior to School Enrollment. A Report in Two Volumes: Volume 2--Tables.
1,262p.
1970. ED047798

As part of its 6-year longitudinal study designed to assess the impact of Head Start, Educational Testing Service (ETS) has summarized and compiled tables of data collected on 16 of the 33 instruments administered to children in 1969 in three sites (St. Louis, Missouri; Trenton, New Jersey; and Portland, Oregon). Data from the parent interview and the child's medical examination is also included. The 806 tables are reproduced as computer printouts. Topics are: (1) Health Information, (2) Parent Interview, (3) Boy-Girl Identity Task, (4) Brown IDS Self-Concept Referents Test, (5) Cooperative Preschool Inventory (Caldwell), (6) ETS Enumeration Task I, (7) ETS Matched Pictures Language Comprehension Task I, (8) ETS Story Sequence Task, (9) Fixation Time, (10) Hess and Shipman Toy Sorting Task, (11) Johns Hopkins Perceptual Test, (12) Matching Familiar Figures Test, (13) Motor Inhibition Test, (14) Open Field Test, (15) Risk Taking Task 2, (16) Sequin Form Board, (17) Vigor.

Index codes 99 84

445

Educational Testing Service. Princeton, New Jersey.
Teacher Questionnaire (ETS Head Start Longitudinal Study).
24p.
1970. ED109137

This 147-item questionnaire was used to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority-groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interest, and professional orientation. A set of thirty language comprehension items are also included as an index of teachers' language ability.

Index codes 2 12 81

446

Educational Testing Service. Princeton, New Jersey.
The Sample: Children Tested in 1969 Operations in the Head Start Year. Disadvantaged Children and Their First School experiences. ETS-Head Start Longitudinal Study.
41p.
1970. ED043391

This report, the third in a series, describes a Head Start longitudinal study of the complex interactions that may take place among child, family, community and program variables. Chapter 1 describes the initial longitudinal sample, based upon information on sex, race, Head Start enrollment, and socioeconomic status. Analyses are given of mothers' and fathers' education and occupation. Chapter 2 gives an account of data collection during the current year of the study, when the children were first enrolled in Head Start classes. The study design calls for two lines of investigation: follow-up of the longitudinal sample, and study of appropriate cross-sectional groups (kindergarten through grade 3). The Personal Record of School Experience (PROSE) and the Classroom Observational Rating Scale (Personality) were used throughout the program year to record the children's relationships with peers, teachers, and classroom materials. The children were tested also on a variety of measures of mental, motor, and personality development. Additional data were collected from parent interviews and classroom observations. Teacher and school administrator questionnaires are in preparation. The cross-sectional study had not been done at the time of this report.

Index codes 2 11 7 6 16 5 21 84

447

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study: Structure and Development of Cognitive Competencies and Styles Prior to School Entry.
265p.
1971. ED068522

In a continuing description of a Head Start longitudinal study, analyses are presented of the interrelationships among individual measures of the child's performances prior to school entry, accompanied by brief descriptions of the tasks and the scores used. Despite the size and extensiveness of the data base, the findings are considered tentative until further data is collected on socio-cultural determinants, developmental trends, and other interrelationships. This report describes the interrelationships among certain cognitive, perceptual, and personal-social behaviors of the children, age 4, in the first year of the study as assessed by the initial test battery. Chapters of the report include characteristics of the sample, methodology, results and discussion, and conclusions. Structural analyses of the Year 1 child test data yielded 1) a general ability dimension (i.e., information-processing skills) cutting across contents and operations sampled in the cognitive test battery, and 2) a stylistic response tempo dimension. Descriptions of each of the individual child measures are presented in the appendices, which comprise about half the report.
Principal Author: Virginia C. Shipman.

Index codes 1 21 16 84

448

Educational Testing Service. Princeton, New Jersey.
Structure and Development of Personal-Social Behaviors in Preschool Settings. ETS Head Start Longitudinal Study.
223p.
1971. ED063971

As part of an ongoing longitudinal study of early cognitive, effective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children from Portland, Oregon, St. Louis, Missouri, and Trenton, New Jersey. The majority were black and enrolled in Head Start. Primary aims were to find the structure of classroom behavior, examine similarities and differences in structure among subgroups and test (mean) differences among subgroups on measures of personal-social constructs. The instruments used in the system of measurement were the Bipolar and Unipolar Scales and the Manual of Scale Definitions. Major topics reviewed in detail are: Method; Structural Analyses: Procedure; Structural Findings; Further Results of the Fall(1) X Spring Samples; Results of the Fall(1) X Fall(2) Sample; Construct Correlates of Masculine-Feminine and Dependent-Independent; Components of Adult and Child Orientation; and Conclusions. Fifty-three references are cited. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or Fall). Appendices A through H include the rating forms used in the analysis and data gathered using the Bipolar and Unipolar Scales.
Principal Author: Walter Emmerich.

Index codes 1 21 16 17 26 82

449

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Preliminary Description of the Initial Sample Prior to School Enrollment. Summary Report.
55p.
1971. ED084040

This report is a summary statement about a broad-based longitudinal study being conducted by Head Start. It concerns the effects of early school experiences on over 1800 disadvantaged children, ages 4 to 8, and their families who live in four poverty areas. The report (1) raises basic questions about the nature of education, learning, and researcher; (2) explains the potential value of the study in terms of its design; (3) describes the types of information being collected and the data gathering procedures being used; (4) describes the children, families, and communities involved in the study; and (5) discusses preliminary findings and their implications. Variables important to the study are cognitive, social, personal, and physical developmental characteristics (related to differing environments) and family characteristics.
Principal Author: Virginia C. Shipman.

Index codes 1 17 21 16 5 84

450

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Demographic Indexes of Socioeconomic Status and Maternal Behaviors and Attitudes.
90p.
1972. ED069424

Part of a Head Start longitudinal study on disadvantaged children and their first school experience, this report provides: 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analysis. Considerable variation in responses was evidenced in the data, concurring with other findings of the greater range than had previously been reported in level of stimulation and support offered a child in lower-class homes. The inappropriateness of speaking in terms of a single homogeneous "culture of poverty" is noted. The data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Appendices are provided on parent interview and interviewer instructions, score description, and supplementary tables.
Prncipal Author: Virginia C. Shipman.

Index codes 1 17 7 84

451

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
433p.
1972. ED081813

This volume consists of a series of technical reports on each of the individual test measures administered in both Years 1 and 2 of the Longitudinal Study of Disadvantaged Children and Their First School Experiences. Each report includes: (1) relevant background information concerning the task's purpose and related research findings; (2) general task description and administration procedures, including training cautions where appropriate; (3) scoring and, where necessary, coding procedures; (4) score properties as revealed in various internal analyses; (5) sample performance, including descriptive information by three-month age groups and sex for the total sample tested in Year 1 and in Year 2, and comparative analyses for the longitudinal sample (those children tested in both years of the study); (6) information bearing on construct validity, i.e., the task's convergent and, where possible, discriminant validity, the extent to which the measure has the same meaning in Year 1 and Year 2, the similarity of meaning across groups (i.e., SES); and (7) discussion of methodological aspects affecting valid assessment (e.g., reliability, item characteristics, irrelevant measurement difficulties and appropriateness for field use).
Principal Author: Virginia C. Shipman.

Index codes 2 21 17 84

452

Educational Testing Service. Princeton, New Jersey.
Boy-Girl Identity Task; Technical Report 1. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
12p. Included in ED081813.
1972. ED081814

As a measure of gender identity constancy, The Boy-Girl Identity Task was administered in both Year 1 and Year 2 of the ETS-Head Start Longitudinal Study. The instrument consists of two parallel tasks, each with five items. In Task I, a picture and name of a girl are presented to the subjects. Items consist of hypothetical changes introduced by the examiner, in which the girl's motives, action, clothing, and hair style are modified to resemble these characteristics in boys. Task II is identical to Task I except that the stimulus is a boy. Constancy is indicated when subjects say that the stimulus remains a girl or boy, respectively, despite the changes suggested by the examiner. The stimuli are coloring-book-type ink drawings. The measure requires approximately five minutes to administer. In the Longitudinal Study, the 10 items did not constitute a homogeneous scale either in Year 1 or 2; therefore, their sum is not recommended as an index of gender identity constancy in this population during the preschool years.
Principal Authors: Walter Emmerich; Karla S. Goldman.

Index codes 2 17 21 82

453

Educational Testing Service. Princeton, New Jersey.
Brown IDS Self-Concept Referents Test; Technical Report 2. Disadvantaged Childrren and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
18p. Included in ED081813.
1972. ED081815

Data obtained from the administration of the Brown IDS Self-Concept Referents Test as part of the longitudinal study are provided and discussed. The Brown IDS Self-Concept Referents Test is a technique for assessing self-concept which uses a photograph of the young child to induce him to take the role of another toward himself. While looking at the photograph, the child answers questions in terms of his own feelings about himself and then in terms of what his mother, teacher, and classmates think. In this study, 14 (of a possible 15) bipolar items were presented in "either-or" format. Each item was scored as positive or negative (refused, indeterminate, or don't know). Total number of omitted and an adjusted self-concept score were the two scores used in the analysis. The alpha coefficient of reliability for total score and number of omits for Years 1 and 2, which is tabulated, ranged between .59 and .91. The correlations of scores within and across years for the self-referent task and correlations for the teacher-referent scores are shown in tables. The score distributions for adjusted and unadjusted total scores and number of omits in Years 1 and 2, also tabulated, were markedly skewed, indicating the strong tendency for the child to select positive attributes. Analyses of variance (age x sex x SES--mother's education) were performed for children tested in both years. Results revealed marginally significant age differences. No significant sex differences occurred. There was a significant age x SES interaction, and SES x Year interaction was also significant.
Principal Authors: Vriginia C. Shipman; Lynn E. Gilbert.

Index codes 1 16 82

454 Educational Testing Service. Princeton, New Jersey.
Children's Auditory Discrimination Inventory; Technical Report 3.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study. Technical Report Series.
16p. Included in ED081813.
1972. ED081816

The Children's Auditory Discrimination Inventory (CADI) was used in the longitudinal study to evaluate the child's ability to identify, between two pictures that have been given oral word equivalents, the picture that represents the orally presented stimulus word. The task, which takes 10 minutes, uses 38 cards with two pictures on each and 38 pairs of stimulus words. One picture in each pair is a real picture representing a familiar word, and the second picture is a nonsense design paired with a nonsense word. The real and nonsense words are randomly located on the right or left side of the cards, with the real word always presented first. The tester presents each pair of pictures, naming each one as she points to it; the child is then asked to point to the picture named by the tester. An item may be repeated only once. The score is the total number correct (range = 0 to 38). The results of administering the inventory in the present study showed that although 98% of the sample attempted to respond to each item, those items involving nonsense words had a smaller proportion passing each item than did the items involving read words. Tables present means, standard deviations, and range of responses for the total sample by three-month age breakdowns and by sex. The data indicate that children's auditory discrimination increases with age for children between 42 and 69 months, and sex differences appear slightly in favor of girls. Analyses of variance (sex x age x SES) showed SES as measured by mother's education to be significant when scores were summed across years.

Principal Authors: Virginia C. Shipman; Karla S. Goldman.

Index codes 1 21 17 82

455

Educational Testing Service. Princeton, New Jersey.
ETS Matched Pictures Language Comprehension Task I and II; Technical Report 5. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
19p. Included in ED081813.
1972. ED081818

The ETS Matched Pictures test was used in the longitudinal study to measure children's comprehension of certain grammatical features, such as past and future tenses, negation and prepositions. The task materials for both I and II consist of a set of cards, with each card having a pair of black and white pictures. Both pictures in a pair contain similar stimulus elements, but depict different relationships between the elements. The child's task is to distinguish which relationship a particular word implies and to point to that picture. In the Year I version of the task, 20 picture pairs were divided into four syntax types: Future Tense, Past Tense, Negation, and Prepositions. The Preposition items were deleted in the Year 2 version, as the number of subjects who passed those items in Year 1 was very high, and six comparative adjectives--four single comparatives and two coordinate comparatives--were substituted. Administration time for Matched Pictures I is approximately 6 to 8 minutes and for II approximately 10 minutes. Maximum score possible is 20 for both tests. Results of test I administration to 1,435 subjects and test II to 1,312 subjects are tabulated. Analyses of variance showed significant effects for all three variables of age, sex, and SES, with older children, girls, and children whose mothers had more schooling obtaining the higher scores. Intercorrelations with other tests in the longitudinal study and factor loadings were considerably higher with test II than with test I, showing evidence of greater cognitive perceptual integration in Year 2.
Principal Author: Judith A. Meissner.

Index codes 1 17 21 82

456

Educational Testing Service. Princeton, New Jersey.
ETS Story Sequence I and II: Technical Report 6. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
22p. Included in ED081813.
1972. ED081819

The ETS Story Sequence task was designed to assess the young child's understanding and use of language in story sequence using receptive and productive skills. The stimulus materials are black and white cartoon-type drawings on cards. Story Sequence I used in Years 1 and 2 of the study consists of two practice items (3 cards each) and two test items (3 and 4 cards); and Story Sequence II, used in Years 2 and 3, consists of four items (two use 3 cards each and two use 4 cards each). There are three types of items: receptive language, productive language using verbal recall, and productive language using child's story telling. Story Sequence I contains receptive language items only, and Story Sequence II assesses productive language. Results of testing 1,448 Year I subjects and 862 Year 2 subjects, which are tabulated, were subjected to item and factor analysis and analysis of variance. The analyses showed that girls performed better than boys and that scores generally improved with age. Significant SES differences were found, favoring children whose mothers had more schooling. With the exception of scores for the child's production of his own stories, scores correlated highest with tasks tapping general information processing skills. It is noted, however, that the productive items were the most difficult, and are not recommended for use with similar populations below the age range sampled (4-1/2-5-1/2 years).
Principal Author: Karla S. Goldman.

Index codes 1 17 21 82

457

Educational Testing Service. Princeton, New Jersey.
Fixation Time; Technical Report 7. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series. Technical Report Series.
16p. Included in ED081813.
1972. ED081820

The fixation task used in this study measures the amount of time a child fixates or looks at a given picture as it is repeated over six trials and then is followed by a novel picture on the seventh. Two series of slides were used. The first was a redundant nonsocial visual stimulus: six trials of a slide showing 20 chromatic straight lines and a seventh of chromatic curved lines. The second series, a social array, was a chromatic schematic representation of a family shown for six trials, and a seventh presentation of the same schematic without color. Each slide was shown for 30 seconds and followed by a black slide for 30 seconds before the next presentation. Fixation time was recorded by a stopwatch as the amount of seconds the child looked at each picture before turning away the first time. Three basic measures of attention were obtained: response decrement, response recovery, and mean initial viewing time. Intercorrelations for the measures are tabulated. The highest correlations are those involving mean initial viewing time. In an age x sex x SES analysis of variance on the longitudinal sample, separately by year, age differences were not significant for the nonsocial series for any measure, and for the social series, age was marginally significant for recovery scores in Year 2, with older subjects looking less. Results of a repeated-measures ANOVA (age x sex x SES) performed on the sample using scores for mean initial viewing time, recovery, and decrement scores for each series separately showed that the only variable to reach statistical significance was SES measured by amount of mother's education.
Principal Authors: Virginia C. Shipman; Karla S. Goldman.

Index codes 1 17 21 82

458

Educational Testing Service. Princeton, New Jersey.
-Form Reproduction; Technical Report 8. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
13p. Included in ED081813.
1972. ED081821

The Form Reproduction task was included in the longitudinal study test battery to: (1) examine visual-motor performance over time; (2) study processes associated with visual analysis and synthesis and visual-motor integration; and (3) examine its predictive validity for later academic/skill behaviors, e. g. writing. Form Reproduction in Year 1 consisted of six geometric forms--vertical line, circle, square, triangle, oblique cross, and right oblique line. For Year 2 the same six forms were used plus the inverted T, three vertical lines, and the adjoining square and circle. The child is asked to copy the four Preschool Inventory forms (vertical line, circle, square, and triangle), upon completion of which he is asked to copy the remaining forms on a supplemental sheet. Only one trial is allowed for each item, and the child may erase if he wishes. Total scores were obtained by summing across items for a maximum total score of 8 for Year 1 and 15 for Year 2. Inter-item correlations were low for both years' data, with the highest relationship in both years being between the square and the triangle. Item correlations with total score were moderate in both years. Analyses of variance based on common items only for the longitudinal sample and using the total score from the Year 2 testing (sex x age x SES) showed significant sex differences and SES differences, with girls and children whose mother had attended school longer obtaining higher scores. The most difficult items were those requiring complex integration of elements and differentiation of part-whole relationships. Factor analysis indicated high loadings on general information processing skills.
Principal Authors: David R. Lindstrom; Virginia C. Shipman

Index codes 1 17 21 82

459

Educational Testing Service. Princeton, New Jersey.
Johns Hopkins Perceptual Test: Technical Report 9. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
12p. Included in ED081813.
1972. ED081822

The Johns Hopkins Perceptual Test, a brief measure of intelligence in children, requires the child to choose a form identical to a standard. It consists of 3 practice and 30 test items, all involving black geometric figures printed on white cards. There is one booklet for stimulus cards and one for response cards. The child is presented with a stimulus form and asked to point to the one just like it among several alternatives. Item difficulty is varied by differences in number of angles in the figure and in number of alternatives given the child (either 2, 3, or 5). The task takes about 10 minutes to administer to 3- to 5-year-old children. The total score is the number of correct matches made (maximum is 30). Tables provide the means, standard deviations, and percentile distributions for total score by age and sex for Year 1 and Year 2. The task proved to be of moderate difficulty for most of the children in the Longitudinal Study sample, and scores were relatively well distributed throughout the possible range. Analyses of variance showed SES to be a significant variable, with high SES children obtaining the highest mean score and low SES children obtaining the lowest; no significant sex differences were found; there was a significant age difference in both Year 1 and 2 in favor of the older children; and there was also a significant increase in scores from Year 1 to Year 2. Correlations of the task were moderate to high with measures of both general mental ability and perceptual discrimination.
Principal Authors: Lynn E. Gilbert; Virginia C. Shipman.

Index codes 1 17 21 82

460

Educational Testing Service. Princeton, New Jersey.
Massad Mimicry Test I and II: Technical Report 10. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
35p. Included in ED081813.
1972. ED081823

The Massad Mimicry Test is an individually administered task for 3-1/2--4-1/2 year-old children. Part I evaluates the child's ability to reproduce phonemes in 30 nonsense words upon hearing each no more than three times from a tape recorded model. Similarly, Part II assesses the child's ability to reproduce meaningful words and phonemes as they occur in word phrases and simple sentences. In Year 1, Part II consisted of 13 phrases and 2 simple sentences; in Year 2, Part II consisted of 9 sentences. The test takes approximately 10 minutes to administer. The tester uses two tape recorders, one for playing the model (stimulus) tape, and the other for recording the child during the testing session. Part I is composed of three primary scores: initial sounds, medial sounds, and final sounds; Part II provides two scores: final sounds and model word or some semblance of it. Interscorer reliabilities, estimated reliabilities for internal consistency, percent passing items, total-group ranges, nonsense words, total sounds: means, standard deviations, and range for Year 1 and Year 2 by age and sex, and meaningful words in phrases, final sounds: means, standard deviations and range for Year 1 and Year 2 by age and sex are tabulated. Results show that in both years final sounds appeared to be the most difficult. Repeated-measures ANOVAS showed significant effects for sex and SES for nonsense words, with girls and those with mothers having more schooling showing higher scores. ANOVAS for Meaningful Words showed significant effects for SES in both years but sex differences in Year 2 only. The Scoring Guide and Supplementary Tables are provided in Appendices.

Principal Author: Virginia C. Shipman.

Index codes 1 17 21 82

461

Educational Testing Service. Princeton, New Jersey.
Matching Familiar Figures Test: Technical Report II. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
16p. Included in ED081813.
1972. ED081824

The Matching Familiar Figures Test is a measure of the response style "reflection-impulsivity". The version of the test used in the longitudinal study test battery consists of two practice and 18 test items. On each item, the child is shown one standard and four comparison figures. Figures are simple line drawings done in black on a white background; five items show animals, five show humans, seven use common objects, and three use geometric designs. In each case one of the comparison figures is identical to the standard, while each of the remaining figures differs from the standard in some detail. Testing time is about 10 minutes. Two scores are obtained: mean response time and mean number of errors. Means and percentiles for the total group and for age and sex subgroups are presented in tables, and score intercorrelations based on the three-site longitudinal sample are also tabulated. Latencies and errors were examined by analysis of variance to determine whether there were differences associated with age, sex, or SES. Results of the analysis showed significant effects of sex and of SES--males and children of higher SES had longer latencies; analysis of the error data showed significant effects attributable to sex, SES, and year--more errors were found in males, low SES children, and data obtained in Year 1. In addition, there was a year by SES interaction, and age by sex by SES analyses showed significant effects for all three variables in both years. Test validity is discussed.
Principal Author: William C. Ward.

Index codes 1 17 21 82

462

Educational Testing Service. Princeton, New Jersey.
Mischel Technique: Technical Report 12. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
17p. Included in ED081813.
1972. ED081825

An adaptation of a technique devised by Mischel (1958) was used in the longitudinal study to measure delay of gratification. Adaptations involved (1) asking the child to identify the larger of two pieces of candy to facilitate comprehension of the rewards, (2) specifying a standard time limit for receipt of the delayed reward which would be comprehensible to a young child, and (3) asking for a rationale for the choice in order to further understand the dynamics of preferences. Scores were obtained for correctness of the child's identification of the large piece, for his choice, the reason for this choice, and for memory of the instructions. Results of the analysis of the study data show that: 95% of the Year 1 sample and 98% of the Year 2 sample correctly identified the larger piece; in the Year 1 sample 35.1% chose immediate reward and 62.5% chose delayed reward; Year 2 data showed 39.7% chose immediate reward and 59.3% chose delayed reward. Analysis of variance for the longitudinal subjects showed no significant differences in choice behavior for children above and below the median age. An analysis of variance (sex x age x SES) showed no significant differences in choice behavior for sex or SES. In Year 1, egocentric choice rationales were most commonly given, and there was a tendency for test-defined responses to be given more by the older age group. Approximately 72% produced a relevant rationale. Less than one-half of the Year 1 sample could recall the examiner's instructions, while slightly more than one-half of the Year 2 sample correctly recalled them. Nine tables provide the study data.
Principal Authors: David R. Lindstrom; Virginia C. Shipman

Index codes 1 17 21 82

463

Educational Testing Service. Princeton, New Jersey.
Motor Inhibition Test: Technical Report 13. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
14p. Included in ED081813.
1972. ED081826

The Motor Inhibition Test, which measures "impulse control", requires the child to perform three motor acts. These acts are: walking a distance of six feet on a five-ince wide runway; drawing a line, using ruler and pencil, between two points 8-1/2 inches apart; and winding a toy jeep up to the rear of a toy tow truck, a distance of 30 inches, so that it can be taken to the repair shop. The "truck" subtest proved unsatisfactory in Year 1 and was eliminated from subsequent tests. Its scores were not included in analyses of the interrelations of measures in Year 1. The walking and drawing subtests were combined into an average time score for each subject, and these data were examined by analysis of variance (age x sex x SES), using only those subjects tested in both Years 1 and 2. Age analyses for both years favored the older subjects, although the differences were very small in absolute magnitude. SES, i.e., mother's education, had a highly significant effect across years, with scores increasing as mother's education increased. Motor inhibition ability correlated significantly with other measures of competence and achievement in the longitudinal study battery. A general "impulsivity" dimension did not emerge. Tables provide means, standard deviation, and percentile distributions.
Principal Author: William C. Ward.

Index codes 1 17 21 82

464
Educational Testing Service. Princeton, New Jersey.
Open Field Test; Technical Report 14. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
35p. Included in ED081813.
1972. ED081827

The Open Field Test was used to assess variables that might not be manifested in a more standard testing situation. In this test, the child was shown 10 standard play objects in the room, and was told to do anything he wished with the toys. The tester initiated no interaction with the child and responded minimally to any overture made by the child. During each 30-second period of the 10-minute test, the tester recorded and described every play activity involving each object, along with a variety of nonplay activities. Following a process of score reduction, four scores were used in structural analyses: mean complexity of play, number of periods child talked to tester, number of periods child talked to self, and number of simple sequences. For each of these scores, age x sex x SES repeated measures measures analysis of variance was performed. For mean complexity of play, a significant effect of sex was present; males tended to engage in more complex play. There were no effects attributable to age or SES. In the analyses for the number of periods in which the child talked to the tester, a marginal effect of SES and a marginal year by SES interaction was shown; age and sex had no significant effects. Number of periods child talked to self showed a significant effect in the Year 1 data only, with males engaging in more talk. In number of simple sequences, Year 1 data showed a marginally significant SES effect. Results suggest negative evidence that what was measured was different. Eight tables provide the study data. In addition, the Coding Manual and Answer Sheet are included.
Principal Author: William C. Ward.

Index codes 1 17 21 82

465

Educational Testing Service. Princeton, New Jersey.
Peabody Picture Vocabulary Test; Technical Report 15.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study. Technical Report Series.
18p. Included in ED081813.
1972. ED081828

The Peabody Picture Vocabulary Test is well known and widely used in testing the verbal ability of young children. In the longitudinal study, the standard Peabody test booklet was used in Year 1. In Year 2, a special ETS adaptation of the first 60 items was used, in which there were redrawings of a number of the human pictures to present black children and adults in a variety of roles. Race depicted and item choice were counterbalanced, as was portrayal in positive and negative roles. The test was presented in two ways to the longitudinal study sample: (1) Form A was administered in the standard way in both Years 1 and 2 to obtain an estimate of receptive vocabulary; and (2) Form B was administered in a modified form in both years in order to obtain an estimate of productive vocabulary. A total score consisting of one point for each correct item was calculated for each subject for Form A in both years and for Form B in Year 1. In Year 2, a modified scoring system was devised for Form B so that children received some credit for vague or partially correct responses. In addition to the total score, subscores were obtained based on the percentage of verbs and nouns correctly identified out of those attempted. Separate ANOVAS were performed on the Year 1 and Year 2 data. Results showed highly significant SES differences on both forms in both years. There was a lack of stable sex differences. Within each of the two years, a developmental age trend was definitely apparent. Six tables provide the study data.
Principal Author: Judith A. Meissner.

Index codes 1 17 21 82

466

Educational Testing Service. Princeton, New Jersey.
Picture Completion Test, Wechsler Preschool and Primary Scale of Intelligence: Technical Report 16. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
11p. Included in ED081813.
1972. ED081829

The Picture Completion subtest of the Wechsler Preschool and Primary Scale of Intelligence was included in this study as a measure of analytic functioning, an aspect of psychological differentiation. Twelve of the 23 items on the test were taken from the WISC and 11 were new. The child is shown a series of 23 pictures, each of which has some important part missing, and is asked to indicate the missing part. If the child fails to give the correct answer on either of the first two pictures, he is given the correct answer. The test continues through all 23 pictures or until 5 consecutive failures beginning with card 3. Scores were obtained for correct verbal responses, correct nonverbal responses, and total correct responses. The test is reasonably easy to administer, but great care must be taken to question simple labelling responses and to record answers completely. Some children did not understand the meaning of the term "missing" in the instructions. The task was found to be sensitive to age, sex, and SES differences. The test is factorially complex and reflects general competency, a mixture of intellectual competency and cultural experience. Little evidence was found to support its use as a measure of analytic functioning in this group of subjects at this age.
Principal Author: Diran Dermen.

Index codes 1 17 21 82

467

Educational Testing Service. Princeton, New Jersey.
Preschool Embedded Figures Test: Technical Report 17.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study. Technical Report Series.
21p. Included in ED081813.
1972. ED081830

The Preschool Embedded Figures Test (PEFT), based partly on the Children's Embedded Figures Test, is a measure of field independence or analytic functioning intended to investigate the development of psychological differentiation in children as young as age three. The PEFT contains 27 black and white drawings (3 practice drawings), in each of which a simple equilateral triangle is embedded. The child is presented a card on which is printed a small triangle and is shown how to trace his fingers along the edges of the triangle. The child is then shown three practice figures in which the triangle is embedded and is asked to indicate the triangle and to run his/her fingers along its side. The child is given the practice items a maximum of three times; if he/she does not get at least two items correct on the second or third trial, the regular test items are not administered. In the test proper, the child is allowed two attempts per item in a maximum of 30 seconds. The test is considered difficult to administer. Responses and response times are recorded for scores. Testers found it quite difficult to hold the attention of many younger children. The total score measure was found to be sensitive to age, sex, and SES differences in both years. Data from the latency measure was not very informative, and it is recommended that the timing of responses be dropped except where there is a particular need. Evidence was found for changing the meaning of the task from Year 1 to Year 2; Year 1 correlations were highest with verbal measures, while Year 2 correlations were highest with more perceptual tasks. Conclusive evidence concerning validity was not found. Principal Authors: Diran Dermen; Judith A. Meissner.

Index codes 1 17 21 82

468

Educational Testing Service. Princeton, New Jersey.
Preschool Inventory: Technical Report 18. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
12p. Included in ED081813.
1972. ED081831

The Preschool Inventory is the task in this battery most clearly associated with general cognitive development. It measures a range of verbal, quantitative, and perceptual-motor skills. The Inventory was first developed as a general achievement measure for Head Start children. The 1970 edition of the Inventory contains 64 items in four areas: personal-social responsiveness, associative vocabulary, concept activation--numerical, concept activation--sensory. About 60% of the items require an oral response; the rest give directions for some other physical action. The test requires approximately 20 minutes with three- to five-year-olds. Children's answers were recorded for the verbal items, and their performance described on nonverbal ones. The correlation between Year 1 and Year 2 scores was .66, one of the highest in this study. Both the internal analyses and the correlational data suggest that this task is a reliable and valid measure of preschool cognitive abilities. Significant sex, age, and SES differences were noted. Age and SES differences are attributed to the importance of experience as an influence on general knowledge and skills. The higher performance of girls may reflect differential home instruction, greater cooperation or interest in the task, and/or differential verbal interaction with the mother, in amount and in elaboration.
Principal Authors: Lynn E. Gilbert; Virginia C. Shipman.

Index codes 1 17 21 82

469

Educational Testing Service. Princeton, New Jersey.
Risk-Taking 2: Technical Report 19. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
9p. Included in ED081813.
1972. ED081832

Risk-Taking 2 investigates behaviors of young children who are presented with a choice without prior knowledge of the outcome. The child is asked to choose between a certainty, a toy placed in front of him, and an uncertainty, a paper bag which E had previously explained might contain five toys or none at all. Children who chose the certain toy were shown that the bag contained five toys and were given a second trial with a different bag. In this sample, 60.7% of the children chose the uncertain outcome on the first trial in Year 1 and 59.5% did so in Year 2. The remaining Ss were given a second trial. After two trials, approximately 79% were willing to choose an uncertain outcome. A significant sex difference was noted, with boys being more willing to take risks. However, a significant sex by year interaction was noted, with girls showing a greater increase in risk-taking from Year 1 to Year 2. This measure did not correlate significantly with any other measure in the battery. The Risk-Taking 2 appears to provide only limited differentiation for children at this age. Possibly there is too little risk involved. There was little or no correlation in performance between the two years.
Principal Authors: Karla S. Goldman; Virginia C. Shipman.

Index codes 1 17 21 82

470

Educational Testing Service. Princeton, New Jersey.
Sequin Form Board: Technical Report 20. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
11p. Included in ED081813.
1972. ED081833

The Seguin Form Board Test is used to assess visual discrimination and matching and eye-hand coordination. Previous analysis has shown the factor loadings for the same scale to differ among age levels, so the test may be measuring different abilities at different age levels. Test materials consist of ten differently shaped wooden blocks and a large form board with recesses corresponding to these shapes. The child is instructed to put the shapes where they belong as fast as he/she can. Three trials are given, each with similar instructions, and Ss are instructed to go faster on each trial. Time, in seconds, and number of errors were obtained for each trial. A significant decrease in response time from Year 1 to Year 2 was found. Results indicate that cognitive-perceptual abilities are involved in Seguin performance. Sex differences were small but indicated that girls performed better than boys. Fewer errors as well as faster response time were associated with age in both years. SES differences for time and error scores were relatively small. Comprehension of the task is evident in the decrease in time scores across trials; the decrease in error scores across trials may indicate a practice effect.
Principal Authors: David R. Lindstrom; Virginia C. Shipman.

Index codes 1 17 21 82

471

Educational Testing Service. Princeton, New Jersey.
Sigel Object Categorization Test: Technical Report 21. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
19p. Included in ED081813.
1972. ED081834

The Sigel Object Categorization Test (SOCT) is used for studying classification abilities in young children, the criteria for which are considered indicative of both cognitive ability and style. The test consists of two types of stimuli--one set of 12 relatively familiar three-dimensional objects and a second set of colored photographs of these objects. An active or passive sort can be used. Year 1 and Year 2 testing used objects and the active sorting condition. After the child identifies each object, E selects a different object on each of 12 trials and asks the child to put it with the ones that are the same. Three trials, with differently worded instructions, are possible for each item. After the child has selected objects to go with the stimulus, E asks for the rationale for the sort. Latency to first object choice is also recorded. Responses are scored on the basis of verbal level and type of classification. The low mean scores for total grouping responses indicate the task was fairly difficult for this age group. Response stability across years was low. An increase in grouping responses in the Year 2 data was observed. Within-year age differences were evident in both years. Most Ss were able to recognize and correctly label most of the objects, but few were able to give reasons for their groupings. Significant SES differences were also found. The SOCT provides a wealth of data, but it is difficult to use in large-scale evaluations, and administration and scoring require a great deal of training.
Principal Authors: David R. Lindstrom; Virginia C. Shipman.

Index codes 1 17 21 82

472

Educational Testing Service. Princeton, New Jersey.
Spontaneous Numerical Correspondence Test: Technical Report 22. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
18p. Included in ED081813.
1972. ED081835

The Spontaneous Numerical Correspondence Test is an adaptation of a Piagetian procedure. Here the tester sets out an array of blue ceramic tiles and, providing the child with his/her own box of 15 blue and 15 red tiles, asks the S to take out the same number. The task is repeated four times: twice with 7 tiles, once with 8, and once with 10. In three of the presentations, the tester arranges the tiles in a straight line; in one, they are in a "random" arrangement. The test requires only nonverbal responses, takes about five minutes, and is easy to administer. Scores are based on arrangement of configuration and number. Scores were sensitive to age differences in Years 1 and 2 and to SES differences for data combined over both years. Correlations with other tests in the battery were quite low, including the correlation with the ETS Enumeration, the other task purporting to test quantitative skills. This may be due to the nature of number abilities. Direct evidence of validity is presently lacking, but the theoretical soundness of the test and data on reliability indicates that it can serve as a Piaget-based measure of the preoperational understanding of number.
Principal Author: Judith A. Meissner.

Index codes 1 17 21 82

473

Educational Testing Service. Princeton, New Jersey.
TAMA General Knowledge Test: Technical Report 23. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
8p. Included in ED081813.
1972. ED081836

The TAMA was designed specifically for the Longitudinal Study as a nonverbal test of general knowledge. The test requires the child to point to the correct picture among three alternatives in response to a question. The two practice items and 25 test items are printed on bound cards, mostly in black and white. Items can be classified as follows: social environment, physical environment, health and safety, practical arts, consumer behavior, sports and games, literature, and TV and comics. The test takes about ten minutes. Each item was scored as correct, incorrect, refusal, or indeterminate. The TAMA correlated with a wide range of cognitive perceptual measures and correlated highly with a factor representing general information-processing skills. Its internal reliability, convergent validity, ease of administration, and reduced emphasis on productive skills suggest its usefulness as a supplementary index in test batteries aimed at tapping cognitive abilities. The significant SES and age effects reflect the expected maturational and experimental influences upon the child's increased assimilation of knowledge from his environment.
Principal Authors: Lynn E. Gilbert; Virginia C. Shipman.

Index codes 1 17 21 82

474

Educational Testing Service. Princeton, New Jersey.
Vigor 2: Technical Report 24. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series.
7p. Included in ED081813.
1972. ED081837

This is the second of two measures designed for this study to test the child's vigor. The measure consists of instructing the child to turn a large wooden crank, mounted on a stand, as fast as he can until the E says to stop. Two trials of 15 second each, preceded by a practice trial, were presented. The score was the number of turns completed in each 15-second trial. The test had low correlations with other test scores in both years. The Vigor 2 score appeared to be determined by more than immediate energy level, but the nature of these other components is presently unclear. The data indicated that cognitive and motivational variables were associated with the score. Sex and age differences suggest that sex-typed behaviors and physical coordination are also being tapped. The extent to which Vigor 2 also taps vigor, persistence and/or willingness to please the examiner is unknown.
Principal Authors: Virginia C. Shipman; David R. Lindstrom.

Index codes 1 17 21 82

475

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences; ETS-Head Start Longitudinal Study. Structural Stability and Change in the Test Performance of Urban Preschool Children.
110p.
1972. ED078011

This is the eighth report describing the progress of the ETS-Head Start Longitudinal Study. The study began in 1969 with the collection of data on over 1800 children ranging from 4 through 8 years in age. Data collection on these children and their families, communities and schools is planned to continue through spring of 1972. This report describes: (1) interrelationships among certain cognitive, perceptual and personal-social behaviors of the children in the first two years of the study, and (2) similarity of the structural findings obtained in both years. A chapter on sample characteristics provides tables and statistics which indicate both the composition of the three-site longitudinal sample and the extent to which it differs from the initial four-site sample. A chapter on methodology describes how the test data were gathered and the various processing operations and methods of analysis. Findings from the various structural analyses of the test data, including comparisons by major subject classifications, are presented. The general results of the analysis to date are summarized, and plans for further analysis are given.
Principal Author: Virginia C. Shipman.

Index codes 1 6 7 21 16 84

476

Educational Testing Service. Princeton, New Jersey.
Tests and Measures in Early Childhood. Report I on Task 1.
137p.
1972. ED195334

This is the first of two reports on existing measurement techniques for assessing characteristics of the home and educational environments and personal characteristics of children from birth to 9 years of age. In order to facilitate the use of currently available measures, tests have been categorized in terms of 10 broad areas and subcategorized in terms of the constructs they measure. The 10 areas of classification used are: (1) test batteries measuring many constructs; (2) measures of aptitude and/or intelligence; (3) measures of the ability to cope with cognitive demands; (4) measures of the ability to cope with personal-social demands; (5) family measures; (6) measures of language development; (7) measures of sensory-motor or physical skills or status; (8) measures of subject-matter achievement; (9) measures of teacher and or program; and (10) miscellaneous measures. As indicated above, each measure was further assigned to one or more construct areas depending upon test content. For example, the broad area 'ability to cope with cognitive demands' includes tests measuring the following and other constructs: attention; attitude toward school; curiosity; memory; and reasoning. In separate sections of the report the methodology and general conclusions of the review are indicated. Titles of tests are listed by construct in Appendix A. Appendix B provides a guide to the different test listings.

Index codes 84 2 21 16 7 12

477

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study: Preschool Teacher's Beliefs on Effective Teaching Techniques and Their Relationships to Pupil Characteristics.
102p.
1973. ED079415

The pattern of responses to the Enhancement of Learning Inventory (ELI), designed to assess a teacher's belief about the effectiveness of methods for teaching each pupil, is expected to: (1) reliably describe characteristics on which teachers differ; (2) relate to individual differences in pupil background and behavioral characteristics; and (3) provide a mediating structure guiding the teacher's role performances and their impact upon pupil psycho-educational development. A study was conducted to examine these issues using the ELI judgments of 35 teachers of economically disadvantaged preschool children, most of whom were enrolled in Head Start. Individual differences among teachers were found to have satisfactory reliabilities on a variety of ELI measures. Teacher belief patterns clearly were functionally related to pupil characteristics. Most striking was the extent to which pupil cognitive skills and response tempo at the time of preschool entry influenced the teachers' beliefs about effective teaching methods. While there was evidence that teacher belief patterns influence aspects of pupil psycho-educational development, the present findings indicated that pupil behavioral characteristics may have a greater impact upon teacher behavior than vice-versa. It is clear that the teacher's manner of coping with individual differences in children's intital receptivity to classroom learning is a critical factor in subsequent relationships between teacher and child.
Principal Author: Walter Emmerich.

Index codes 1 13 17 21 82

478

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study: Structural Stability and Change in the Test Performance of Urban Preschool Children. Summary Report.
20p.
1973. ED079417

The project report summarized here describes the interrelationships of the individually administered tests given to 820 Head Start children from three urban sites in the second year of a longitudinal study. These results are compared with those obtained in Year 1, the year prior to the students' attendance in a group program. The tests tapped cognitive skills (e.g., general knowledge, verbal and perceptual-motor abilities, reasoning skills, Piagetian-based conversation development), cognitive styles (e.g., analytic abilities, reflection-impulsivity), and a variety of personal and social behaviors (e.g., risk-taking, cooperation, self-concept, and play preference). In both years, analyses of the test data yielded two main dimensions: (1) a general ability dimension, and (2) a response tempo dimension. Some task-specific styles and behaviors were also defined. Year 2 analyses also revealed a spontaneous verbalization factor unrelated to the major verbal competency measure. In addition, there was some evidence in Year 2 for generalization of specific personal and social behaviors (compliance and the desire to please) across tasks. Both economic eligibility and later selection for Head Start were associated with cognitive performance differences in Year 1, and significant differences remained in Year 2. High similarity in the factor structure across years was shown.

Principal Authors: Judith A. Meissner; Virginia C. Shipman.

Index codes 1 21 16 23 84

479

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences--ETS-Head Start Longitudinal Study: Preschool Teachers of Disadvantaged Children: Characteristics and Attitudes.
127p.
1973. ED109136

Research has indicated that teacher age, education, previous training and experience, morale, teaching style and attitudes are related to student achievement. Therefore, this study developed and used an extensive (147-item) questionnaire to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority-groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interests, and professional orientation. A set of thirty language comprehension items was also included in the questionnaire as an index of teachers' language ability. Teachers' responses to these items are described, and the results of a scale analysis of a set of priority scales delineated in an attempt to obtain reduced scores for future analysis are presented. Future reports will attempt to relate these teacher variables to observed teaching style and classroom behaviors and to child cognitive, affective, and social measures.

Principal Author: Judith A Meissner.

Index codes 1 11 13 16 19 21 84

480
Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study: Development of Self-Regulatory Behaviors.
72p.
1973. ED079414

A three-year longitudinal study was conducted with 895 Head Start children to examine the development of self-regulatory abilities during the preschool years. The purpose was to discover, given the behaviors measured, whether there is convergent and discriminant validity for the existence of one or more dimensions of self regulatory behaviors during this period. Two cognitively-based measures of self regulatory behavior, the Matching Familiar Figures Test and the Motor Inhibition Test, were administered. Results are given in terms of levels of performance on the self-regulatory measures, internal characteristics of the scores from the MFF and MIT, interrelations among the self-regulatory behaviors, and their discriminant validity with respect to general ability and response tempo dimensions. Results indicate a change with age in the preschool years in the meaning of the self-regulatory behaviors. MFF latencies develop significant correlations with other scores as age increases. MFF errors showed a significant sex difference, with males making more errors than females each year. Principal Author: William C. Ward.

Index codes 1 21 16 20 84

481
Educational Testing Service. Princeton, New Jersey.
Correlates and Implications of Self-Regulatory Behaviors.
Disadvantaged Children and Their First School Experiences.
ETS-Head Start Longitudinal Study.
95p.
1973. ED087565

The purpose of the present report was to explore the effects of certain experimental variables on the development and integration of self-regulatory behaviors. A second purpose was to examine the relations between these behaviors and other non-test based sources of information on the child's behavior and environment during the preschool years. Finally, further evidence was sought as to the nature of developmental stability and change in self-regulation during this period. Four distinct series of analyses were undertaken. One considered the relation between preschool attendance and the levels and intercorrelations of self-regulatory behaviors. A second series focused on the relation between self-regulatory behaviors and information on the child's home environment; detailed information was collected from interviews with the children's mothers. In the third analysis, children's personal-social behaviors during free play in the preschool were examined for possible relations to self-regulatory behaviors. The final series provided another way of studying consistencies and discontinuities in children's performance on a certain measure over successive years of development.
Principal Author: William C. Ward.

Index codes 1 16 19 84

482

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Interim Report.
1973. HS200364

This document reports interim findings for a broad-based longitudinal study of 1800 children who participated in Head Start. Findings are reported in the following general areas: child characteristics, family characteristics and project characteristics.
Principal Author: Virginia C. Shipman.

Index codes 99 82

483

Educational Testing Service. Princeton, New Jersey.
Preschool Personal-Social Behaviors: Relationships with Socioeconomic Status, Cognitive Skills, and Tempo. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study.
57p.
1973. ED086372

Influences of socioeconomic status, cognitive skills, and response tempo upon personal-social behaviors in disadvantaged preschool children were investigated as part of the Educational Testing Service-Head Start Longitudinal Study. Measures of cognitive skill, cooperation, response latency, and socioeconomic status were taken. Results indicated that cognitive level prior to preschool entry consistently influenced the child's personal-social behavior, while socioeconomic status did not. Children who were more cognitively skilled were found to be more outgoing. Children with a fast response tempo exhibited difficulty in adapting to preschool environments, and were less peer oriented.
Principal Author: Walter Emmerich.

Index codes 1 16 21 83

484

Educational Testing Service. Princeton, New Jersey.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Characteristics of Urban Preschool Centers: Analysis of the Preschool Center Inventory.
54p.
1973. HS200923

The complex interactions among children, adults and materials in preschool classrooms vary both within and across curricula and appear, in part, to be determined by the available physical and human resources. Data from the Preschool Center Inventory administered during the second year of the ETS-Head Start Longitudinal Study of Young Children and Their First School Experiences were examined and interpreted in light of some of these resources. The availability of physical and human resources was shown to vary considerably across preschool programs and there is some evidence that differences in resources are associated with differences in the cognitive, affective and social development of the young child. In addition to providing descriptive data about the preschool programs study subjects attended, this report describes the interrelationships obtained among the various items and the results of initial attempts to derive a reduced set of subscores for future analyses relating these measures to other measures concerned with defining the nature of the child's preschool experience and to the child's cognitive, perceptual, social and emotional development as assessed during this same period.
Principal Authors: David R. Lindstrom; Virginia C. Shipman.

Index codes 82

485

Educational Testing Service. Princeton, New Jersey.
Predictive Value of Measures of Self-Esteem and Achievement Motivation in Four- to Nine-Year-Old Low-Income Children. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study.
126p.
1975. ED124310

This report presents the results of a data analysis designed to determine (1) the relationship of measures of self-esteem and achievement motivation obtained in the Head Start year, kindergarten, and first grade to reading and mathematics achievement in the third grade, and (2) whether such measures can improve predictions made solely from a preschool achievement measure. The data analyzed for this report came from the Educational Testing Service Head Start Longitudinal Study, and in keeping with the aims inherent in the longitudinal study, particular focus was on the relationship of these findings to the child's attendance or nonattendance in Head Start and the extent of differential prediction for Head Start children of varying characteristics. A total of 467 children comprised the sample with four subsamples identified: (1) northern urban black Head Start, (2) scurthen rural black Head Start, (3) urban black with no preschool, and (4) rural middle-socioeconomic status white with non-Head Start preschool. The results are presented in detail and implications for preschool and elementary programs and future research are discussed.
Principal Author: Brent Bridgeman.

Index codes 1 11 16 21 81

486

Educational Testing Service. Princeton, New Jersey.
Stability and Change in Family Status, Situational, and Process Variables and Their Relationship to Children's Cognitive Performance. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study.
261p.
1976. ED138339

This document is part of the ETS Head Start longitudinal study, Disadvantaged Children and Their First School Experiences. The present study investigated the interrelationships among status, situational and process variables describing the child's home environment and the relationship of these variables to the child's concurrent cognitive-perceptual performance. Interview and test data collected when study children were 8 1/2 to 9 years of age were examined. The document is divided into chapters on sample characteristics, data collection and data analysis procedures, description of selected variables, study families in year six, stability and change in family characteristics, relationship of family characteristics to children's cognitive perceptual performance, summary and conclusions. Appendices include year six parent interview materials, and supplementary tables.
Principal Author: Virginia C. Shipman.

Index codes 1 7 21 16 82

487

Educational Testing Service. Princeton, New Jersey.
Notable Early Characteristics of High and Low Achieving Black Low-SES Children. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study.
78p.
1976. ED138340

This document on early characteristics of high and low achieving black children of low socioeconomic status is part of the ETS Head Start longitudinal study, Disadvantaged Children and Their First School Experiences. In the study reported here, intensive case studies were prepared for those study children who, on a 3rd-grade achievement test, were: (1) significantly above or below the average performance for children of similar ethnic or income status in basic reading and math skills; or (2) significantly deviant from the level predicted by their performance on a test of preacademic skills at age 4. It is suggested that the findings of this report are relevant to the current controversy regarding early identification and screening of preschool children. Intensive study of observer ratings and test performances obtained during the age period 3 1/2-5 should indicate the extent to which assessment of cognitive, perceptual, affective and social functioning in preschool low income black children can serve to: (1) identify, early, those areas of functioning needing remediation; (2) suggest individualized modes of treatment; and (3) suggest early indices of gifted functioning. Included in the document are chapters on the sample, data collection and processing procedures, results and discussion, summary and conclusions. Appendices include measures used in 1969-74 child test batteries and a summary of data collection activities.
Principal Author: Virginia C. Shipman.

Index codes 1 21 16 82

Edwards, Joseph.
Egeland, Byron.
For other entries by these authors see Index of Co-authors.

488 Eierman, Lois J.
Wisconsin State Unversity. Oshkosh, Wisconsin.
Selected Effects of Parental Involvement on Children in the Head Start Program at the Wisconsin State University Oshkosh Child Development Center. (Thesis).
36p.
1971. HS200892

The 34 children and families associated with the Project Hea
the Child Development center of the Wisconsin State Universi
1967-68 school year were the sample for this study. Parent
correlated with the child's growth in four areas of the curr
I.Q. gains, perceptual gains, gains in verbal ability, and g
competence. Parent participation and number achievement pro
significant correlation. Parent participation, when correla
with I.Q. gains, perceptual gains, and verbal growth did not
enumerates a number of factors which may have affected the s
the sample was too small and the study duration too short to
results; 2) there may have been a lack of corrrelation among
curriculum areas tested, and 3) the Head Start Program at th
Child Development Center was only one yar old at the time of

Index codes 1 15 21 24 23 81

489 Eisenberg, Leon; Conners, C. Keith.
Johns Hopkins University. School of Medicine. Baltimore, Maryland.
The Effect of Head Start on Developmental Processes.
15p.
1966. ED020026

As part of an effort to assess the effect of the Baltimore Head Start program on cognitive development, children enrolled in this program were given the Peabody Picture Vocabulary Test (PPVT) and the Draw-a-Person (DAP) test at the start of the program, at its termination, and when they enrolled in kindergarten. A control group, drawn from the same neighborhoods, was tested at kindergarten enrollment. The number of children tested in each group was slightly over 400. Data on the families of the Head Start children indicated that they were severely disadvantaged. Results of the PPVT showed significant gains during the program and between the end of the program and kindergarten enrollment. The control group scored at the same level that the Head Start children had scored at the beginning of the program. Results of the DAP test showed a similar pattern of gains, but with the control group scoring at the same level that the Head Start children had scored at the end of the program. Classroom evaluations of teacher behavior were made, and preliminary analyses indicate that teachers who were rated as warm, varied, and flexible and who spent a relatively high proportion of time teaching produced the highest gains.

Index codes 1 13 17 24 81

490 Eisenberg, Leon.
Some Children are Convinced, They Can't Win.
Southern Education Report, 1967, 2(8). 5p.
1967. ED021892

Social class differences affect a student's academic achievement but do not particularly affect his intellectual potential. Adult judgment of intelligence is based upon observation of the student's behavior and his performance on standardized tests. This behavior is in turn affected by the student's motivation, background experience, and attitudes. The lower-class child comes to school with a feeling of personal inadequacy and because he lacks the language skills and general academic know-how necessary in formal learning situations, he inevitably fails. Thus, there is perpetuated a cycle of frustration and failure in which the child's academic deficits become cumulative. The experiences of a Baltimore Head Start project have shown that for the cycle to be broken these children require a continuous enrichment program with warm, varied, active, and flexible teachers. It is important, moreover, that the worthwhile aspects of the lower-class child's own culture not be destroyed in the educational process, and that the school recognize his language and learning styles.

Index codes 1 13 16 23 83

Eisenberg, Leon.
Elkins, John.
Elledge, Gerald E.
Elliott, C. Courtney.
For other entries by these authors see Index of Co-authors.

491 Ellis, Barbara Hall.
The University of North Carolina. Chapel Hill, North Carolina.
The Relationship Among Levels of Use of Home Learning Tasks, Student Achievment, and Social Process Variables in A Parent Education Follow Through Program.
Dissertation Abstracts International, 1980, 41(4):Section A, 1530.
HS200851

In this study, Levels of Use (LoU) of home learning tasks was explored for PEFTP and non-PEFTP parents, in addition to key process variables associated with the implementation of an innovation including methods of use, felt need, practical benefits, and renewal of the innovation. Also examined, was the relationship between LoU and student achievement in reading and mathematics for the sample of PEFTP parent-child dyads. In the PEFTP in Richmond, Virginia, 48 PEFTP and 8 non-PEFTP parent-child dyads were subjects. Parent subjects were selected on the basis of their children's eligibility; all had participated in kindergarten programs, were low income first graders, and of black ethnic background. In addition, PEFTP first graders had received 80% of their home visits scheduled during the kindergarten year, while non-PEFTP first graders had no home visit program. PEFTP had been generally successful in assisting the sample of PEFTP parents to teach their children at home. The majority of PEFTP parents, as opposed to none of the non-PEFTP parents, were identified as users of the innovation. Evidence supports the theoretical positions of other change researchers who collectively depict change as (1) a developmental process encompassing various stages of growth, (2) a mutual adaptation process in that changes occur in both the recipient and the innovation, and (3) an interdependent process that is influenced by other process variables (e.g., felt need of the innovation; practical benefits received from direct experience with the innovation).

Index codes 1 21 10 15 9 81

Elmore, Richard F.
Elovson, Allana.
For other entries by these authors see Index of Co-authors.

492 Emanuel, Jane M.
The Intelligence, Achievement, and Progress Scores of Children Who Attended Summer Head Start Programs in 1967, 1968, and 1969.
Dissertation Abstracts International, 1971, 31:5031.
HS200459

The purpose of this study was to examine the effectiveness o
Start programs in the areas of: (1) intelligence; (2) readi
achievement; and (3) reading and arithmetic progress. Child
Head Start program either in the summer of 1967, 1968, or 19
with children who did not attend. Pre- and post-tests were
dependent variables.

Index codes 83 1 21

493 **Emanuel, Jane M.; Sagan, Edgar L.**
The Intelligence, Reading Achievement, and Arithmetic Achievement Scores of Head Start Attendees Compared to Head Start Non-Attendees in the First, Second and Third Grades.
Training School Bulletin, 1974, 71(2):119-132.
HS200625

Intelligence, reading achievement, and arithmetic achievement scores for children who attended a Head Start program in either the summer of 1967, 1968 or 1969, were compared with the children who did not attend. The Culture Fair Intelligence Test, scale one or two, and the reading and arithmetic test section of the Stanford Achievement Test, Form W, were administered to all students in grades one, two and three in two predominantly Negro elementary schools. The analysis of variance technique was used to analyze the data. Significant differences were found in the intelligence scores and arithmetic achievement scores of Head Start attendees and the Head Start nonattendees. 12 references.

Index codes 1 21 81

Emmerich, Walter.
For other entries by this author see Index of Co-authors.

494 **Empson, Judith; et al.**
Roy Littlejohn Associates, Inc. Washington, D.C.
An Impact Evaluation of the Resource Access Projects, 1978-1979.
260p.
1979. ED189799

The report reviews 1978-1979 performance of the Resource Access Projects (RAPs), a network of projects federally funded to assist handicapped children in Head Start through the development and dissemination of materials and information, and by providing training services to Head Start staff and to the families of handicapped children. Following an introductory section are RAP profiles which contain brief, separate descriptions of the basic characteristics and operations of each RAP (N=15). Each profile states the performance of the subject RAP on a set of indicators and includes sections on background, regional situation, RAP operations, and observations. Statistics on budget and staffing of RAPs are presented in Chapter III. A fourth chapter discusses activities relating to 11 priority tasks which include assisting Head Start grantees in developing and updating a needs assessment; conducting state training conferences based on the Administration for Children, Youth and Families manuals on handicapping conditions; and establising and updating a file of resource providers. Impact data regarding Head Start reactions to RAP, state education agency impressions of the RAP program, and estimates of benefits and cost relationships are offered in Chapter V. A final chapter presents findings and recommendations which include that early in the program year, the RAP Project Officer should convey program priorities to individual project staff.

Index codes 1 12 8 7 84

Englemann, Siegfried.
For other entries by this author see Index of Co-authors.

495 Ensher, Gail L.; et al.
Head Start for the Handicapped: Congressional Mandate Audit.
Exceptional Child, 1977, 43(4):202-210.
HS200460

The 1972 Amendments to the Economic Opportunity Act mandated that not less than 10 percent of the Head Start enrollment nationwide be made available to handicapped children. This article summarizes the findings of a national evaluation of Head Start services to the disabled during the first year of mandate's implementation. The findings indicate reasonable progress in meeting the needs of the handicapped, but labeling of children with minor problems has increased and serious problems remain in accommodating children with severe disabilities. Recommendations for improving Head Start services to handicapped children are listed, including a suggestion for reducing society's inclination to segregate or exclude children with major differences in development.

Index codes 1 8 20 82

496 Enzmann, Arthur M.
Detroit Head Start Revisited.
Proceedings of the International Reading Association Conference, Part I, 1968, 13:294-299.
HS100111

The Head Start program in Detroit, Michigan, is described, emphasizing the philosophic bases that stress language development and concern with the child's social, emotional, and physical growth. One innovation is the development of a child development profile, a descriptive device upon which a picture of each child's relative strengths and weaknesses can be compared against a model of "average" children. The profile is concerned with reality orientation, social behavior, language and speech patterns, work habits, temperament, health and physical development, and home. Also highlighted are several pilot projects, parent involvement, and evaluations of Detroit's preschool programs.

Index codes 1 23 16 5 15 82

497 Enzmann, Arthur M.
Developing New Teaching Teams.
Childhood Education, 1970, 47(3):131-134.
HS200112

This is a description of the team approach to teaching in Detroit's Head Start, Parent Child Center and Follow Through programs.

Index codes 1 9 10 13 82

Epps, Frances M. J.
For other entries by this author see Index of Co-authors.

498
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Head Start Curriculum Models: A Reference List.
Revised Edition. 27p.
1971. ED048947

This bibliography lists references to books, articles, curriculum aids, progress reports and other work related to the 11 different Head Start curriculum models now being tested experimentally in many communities. The models, developed by experienced educators, are: Academically Oriented Preschool; Behavior Analysis Model; Responsive Environment Corporation; Tucson Early Education Model; Bank Street Early Childhood Center; Parent Education Project; Responsive Model; Institute for Developmental Studies; Primary Education Project; Education Development Center; and Cognitively Oriented Curriculum. Readings which give an overview of the curriculum models project are also listed. Information is included on ordering those documents which are available through the ERIC system. Other works are available at libraries or from authors or publishers cited. A list of addresses of the educators responsible for the models is given.

Index codes 82 2 13

499 Erickson, Edsel L.; et al.
Western Michigan University. Kalamazoo, Michigan.
A Study of the Effects of Teacher Attitude and Curriculum Structure on Preschool Disadvantaged Children. Annual Progress Report I.
62p.
1968. ED027079

This document is the first year's report of a continuing study of the effects of two Head Start preschool experimental programs. Subjects were children from poverty areas in Grand Rapids, Michigan. Seven teachers who were most opposed to a Bereiter-Engelmann type highly academic structured program were assigned to Group I; and seven teachers least opposed, to Group II for teacher training. Three teachers from Group II and four teachers from Group I were assigned to classes in Experiment A (Bereiter-Engelmann), and four teachers from Group II and three from Group I taught in Experiment B. Observation revealed that while there was more variation among B classes than among A classes, no classes in B were similar to classes in A, either in terms of content emphasis or predominant method of instruction. At the end of the program tests were administered to the children, and teachers and parents were inventoried. Experiment A appeared to overcome initially negative teacher attitudes. Students in Experiment A (with a mean IQ of 108.1) and Experiment B (with a mean IQ of 105.7) had a higher measured intelligence than the control group (with a mean IQ of 94.8). Results were reported as a statement of progress. Research analyses and kindergarten-first grade followthrough studies will be made.

Index codes 1 13 15 17 23 24 81

500 Erickson, Edsel L.; et al.
Western Michigan University. Kalamazoo, Michigan.
Experiments in Head Start and Early Education: The Effects of Teacher Attitude and Curriculum Structure on Preschool Disadvantaged Children. Final Report.
186p.
1969. ED041615

This study assesses: (1) immediate and long term academic and personal adjustment effects of the Bereiter-Engelmann preschool program and of the traditional enrichment preschool program, as well as the effects of no preschool experience; (2) effects of the above programs on children at the kindergarten level; (3) interactive effects of each type of preschool when combined with each type of kindergarten; and (4) program impact on teachers and parents. Subjects were inner city preschool children: 180 randomly assigned to each of the two experimental programs and 640 to the control group, given no Head Start treatment. Data were obtained on the subject's medical/dental status, use of language other than English, family characteristics, and home and classroom behavior. For the 2-year period studied, conclusions were that the Bereiter-Engelmann program was superior to the enrichment preschool program in positively modifying educational levels. It was found that long term effects need not be qualified by subject data variables. Initial teacher attitudes stacked the success odds against, rather than for, the superior program. It is recommended that the subjects in this study be followed for at least 2 more years, that further research be done on the impact of teacher attitudes; and that continuing program evaluations be made. Appendixes comprise half of the document.

Index codes 1 13 21 7 19 83

501 Erickson, Edsel L.; et al.
Teaching and Learning Research Corporation. New York.
Final Report of the Evaluation of the 1971 Community School District 1, Title I Summer Program. ESEA Title I.
126p.
1971. ED066520

Contents include evaluations of the following programs funded under Title I of the 1965 Elementary Secondary Education Act: (1) The Early Childhood Preschool Summer Headstart Program; (2) Kindergarten "Star" Program; (3) Identification and Treatment of Perceptual Difficulties Program; (4) Summer Day Elementary Program; (5) Homework Helper Program; (6) The Continual Development Program for Children of Retarded Mental Development in District I; and, (7) Vacation Day Camp Enrichment Program. Materials are appended in each appendix, including the following: to the first, Growth and Development Checklist, Parents' Questionnaire in Spanish, Parents' Questionnaire, and Teachers' Questionnaire; to the second, Parents' Questionnaire, and sample of instructional materials used in the program; to the third, Letter to Principals, Letter to Parents, and Teachers' Questionnaire; to the fourth, Student Questionnaire, Tutor Questionnaire, and Bibliography; to the fifth, Behavior Rating Scale; and, to the sixth, Registration-Attendance Report, "My School" Questionnaire, and two Parent Questionnaires.

Index codes 1 7 21 13 81

Erlebacher, Albert.
Espinosa, Renato.
Etzel, Barbara C.
For other entries by these authors see Index of Co-authors.

502 Evans, John W.; Schiller, Jeffry.
How Preoccupation with Possible Regression Artifacts Can Lead to a Faulty Strategy for the Evaluation of Social Action Programs: A Reply to Campbell and Erlebacher.
In: Hellmuth, Jerome, ed. Disadvantaged Child: Volume III: Compensatory Education: A National Debate. New York: Brunner/Mazel; 1970. p.216-220.
HS200457

A rebuttal to a paper by Campbell and Erlebacher about the possible biasing effects of using matching procedures and covariance corrections in evaluations of social programs, this paper defends the analyses in the 1969 Westinghouse evaluation of Head Start. Two points are made: (1) Regression artifacts can occur but this does not necessarily mean that they must occur or that they did occur to a damaging extent in the Westinghouse study. (2) Regression artifacts are only one of a number of biases, shortcomings, or imperfections which can occur in evaluation studies. The difficulties of the alternatives to ex post facto analyses suggested by Campbell and Erlebacher (true experiments, limiting randomization to the boundary zone, and supplementing regular programs by small experimental expansions) are discussed.

Index codes 3 12 2 21 82

Evans, J. W.
For other entries by this author see Index of Co-authors.

503 Falsey, Susan; Ramsey, Barbara.
George Peabody College for Teachers. Nashville, Tennessee.
Interaction Analysis: A Procedure for Assessing the Darcee Preschool Program.
28p.
1972. ED128090

The purpose of this study was to illustrate the use of an interaction analysis in assessing specific objectives of the Demonstration and Research Center for Early Education (DARCEE) Preschool Program. A time sampling technique was used to monitor the interactions of 8 children (3 males, 5 females) in two settings in the DARCEE Head Start classroom. Information pertaining to task orientation, verbal content, and use of props within an interaction, in addition to the modality (verbal, physical, gestural) and affect (positive, neutral, and negative) of both initiator and respondent was recorded on a checklist. A series of analyses were performed to determine effects between and within settings on the frequencies and patterns of interactions for three initiator-respondent pairings (child-child, child-teacher, teacher-child). A number of results are presented and discussed. The use of interaction analysis appeared to be successful in achieving the goal, providing systematic assessment of the application of specific DARCEE principles in the classroom.

Index codes 1 13 19 21 81

504

Far West Lab. for Educational Research and Development. Berkeley, California.
A Preliminary Report on an Experimental Training Program for Head Start Teachers and Assistants.
48p.
1969. ED055034

This report covers the evaluation of preliminary field testing of a 1-year experimental training program designed to reach a larger number of Head Start teachers and teacher aides at a lower cost but provide an inservice program that was at least as good as an 8-week college program. The program began with a 4-day workshop for 60 teachers and aides, after which participants received 16 inservice training units, which included learning episodes, films of model teachers, and a videotape. After practicing with the materials and viewing the film, teachers videotaped themselves using the learning episode with a group of children and then mailed the tapes to the Laboratory for critiquing. Although subjective evaluation of the program by participants was very favorable, evaluation accomplished through analysis of videotapes and assigning teachers to one of five levels of competence indicated that the program was a failure with 40 percent of the participants, moderately successful. Recommendations for changes included decreasing the number of units used, providing faster critiquing of videotapes, and granting college credit for the course. An appendix contains an outline of the inservice program and some examples of learning episodes.
Principal Authors: Glen P. Nimnicht; Dee Wilson.

Index codes 1 12 83

505

Far West Lab. for Educational Research and Development. Berkeley, California.
Preliminary Analysis of 1968-69 Head Start Data.
26p.
1970. ED045203

Eight Head Start centers which used the Responsive Model program during the 1968-69 school year were assessed to determine cognitive development of children, teacher performance in the classroom, adequacy of physical facilities, administrative support and the interrelationship between these variables. Teachers were observed at the beginning and end of the school year and rated on a scale designed to indicate the degree to which they implemented the procedures of the Responsive Model. Findings indicated that the majority of teachers increased their teaching skills and became more consistent with the Model criteria. The Preschool Inventory (PSI) measuring achievement in skills and concepts, was administered on a pre-post basis to 761 children, and average scores in all eight communities demonstrated growth throughout the year. Year-end scores for the Responsive Model children were at national norm levels reported for middle class children. (A limitation of the PSI is its less than adequate norms.) Changes in child test performance were greatest in classrooms with adequate physical facilities, in situations with few administrative problems and where teacher performance was consistent with Responsive Model Objectives. When measured by PSI changes, child growth was greatest for those in classes whose teachers demonstrated a high level of teaching ability.
Principal Author: Glen P. Nimnicht.

Index codes 1 12 13 21 16 84

506

Far West Lab. for Educational Research and Development. Berkeley, California.
Preliminary Analysis on Kindgergarten and First Grade Follow Through Tests Results for 1968-69. Occational Research Report Number 2.
24p.
1970. HS200534

During 1968-69, ten American communities cooperated with the Far West Laboratory in testing a model Follow Through Program in kindergarten and the first grade. The model was designed to help children develop both a positive self-image, and their intellectual abilities. This paper describes the testing program used to measure the changes in intellectual ability of eight kindergarten and two first grade Follow Through classes. The researchers found that in all communities tested, kindergarten pupils increased their ability to form concepts, solve problems, and categories. Test results for first grade children were also promising.

Index codes 1 10 16 21 84

507

Far West Lab. for Educational Research and Development. Berkeley, California.
Preliminary Analysis of 1968-69 Head Start Data.
Occasional Research Report No. 3, July 1970.
HS200325

This preliminary analysis is on data collected to assess cognitive development of children, teacher's classroom performance and other variables, i.e.: physical facilities, administrative support. Data on these variables is presented.
Principal Author: N.F. Rayder.

Index codes 1 12 21 81

508

Far West Lab. for Educational Research and Development. Berkeley, California.
Overview of Responsive Model Program.
12p.
1970. ED045207

The Responsive Model program assumes that the school environment should be designed to respond to the learner, and that school activities should be autotelic, or self-rewarding, not dependent upon rewards or punishment unrelated to the activity. Developmental theory, certain ideas of operant conditioning, and flexible learning sequences are used in the program. Major objectives are: (1) to help children develop a healthy self-concept, and (2) to develop children's intellectual ability, specifically, the ability to solve problems. Another objective is to give the child an understanding of his cultural background. The program has been used with low-income minority group children, and with some middle class white children, preschool through grade 3. Curriculums and programs for Head Start and Follow Through classes are described. Parent participation in administrative decision-making and in the classroom is encouraged. A Parent/Child Program teaches parents how to teach their children through the use of toys and games. An Inservice Program trains local program advisors, who train teachers and assistants. Ongoing evaluation studies effectiveness of training program, children's growth, and development of new ways to assess self-image and achievement.
Principal Author: Glen P. Nimnicht.

Index codes 2 13 12 10 16 21 83

509

Far West Lab. for Educational Research and Development. Berkeley, California.
An Experimental Program for Head Start Teachers and Assistants: A Three Year Report.
1970c. HS200280

This is an end of the third year report of an experimental training program for Head Start teachers and assistants using the Responsive model. Tables present data on pre- and post-observations of teachers.
Principal Author: Glen P. Nimnicht.

Index codes 1 12 82

510

Far West Lab. for Educational Research and Development. Berkeley, California.
Responsive Model Head Start Teacher and Teaching Assistant Year End Survey 1969-70.
1970c. HS200326

This paper reports on a questionnaire survey of Responsive Model Head Start teachers and teaching assistants. The purpose of the questionnaire was to evaluate the model and provide suggestions for improvement. Tables show: percentage of surveys returned, average number of hours per month program advisor spent in classroom, correlations between teacher and teaching assistants' responses.
Principal Author: N.F. Rayder.

Index codes 1 12 82

511

Far West Lab. for Educational Research and Development. Berkeley, California.
Responsive Model Head Start Teacher Training Report.
1970d. HS200281

This report at the end of the third year of the Responsive Model Head Start teacher training project discusses procedures, problems, evaluation, conclusions and implications. Pre- and post-scores of observations of teachers are presented. Changes in average group Preschool Inventory test scores for Head Start children relating to physical facilities, administration problems and year-end teacher performance are also presented.
Principal Author: Glen P. Nimnicht.

Index codes 1 12 21 82

512

Far West Lab. for Educational Research and Development. Berkeley, California.
Evaluation of the FWL Responsive Headstart Program 1970-1972.
88p.
1972. ED175552

This evaluation report of the Far West Laboratory Responsive Head Start Program, an inservice training program for preschool educators, discusses the effectiveness of the Laboratory's program and gives specific recommendations for improving it. The present report contains data that continue to support earlier findings indicating that the Responsive Model can help children learn and that the inservice training is a viable alternative to concentrated courses away from school. For this reason, objective data, such as the child test data and classroom ratings, are given less emphasis than the subjective data. The first part of the report summarizes the conclusions of the data. Three tests (the Pre-School Inventory (PSI), the Ravens Progressive Matrices test and the Boehm Test of Basic Concepts) were administered to groups of children from various sites participating in the program. Children's improvement on the PSI after a 6-month exposure to the program was highly significant (N=408 children). The mean score of the children (N=63) on the Boehm test fell at the 65th percentile. The scores of 112 Head Start children and 46 comparison children on the Ravens test were all generally low and not significantly different. Classroom ratings on a classroom observation schedule showed from slight (for ratings by the lab staff) to significant (for ratings by program advisors) improvement from the beginning to the end of the school year. The recommendations given were: (1) re-define the program advisors' role so that their teaching skills will not be wasted; (2) bring more people into the training process; (3) make the teacher training more

Principal Author: Stephen Miller.

Index codes 1 12 13 21 81

513

Far West Lab. for Educational Research and Development. Berkeley, California.
Accountability: Cognitive Development and Academic Achievement of Children in the Responsive Head Start and Follow Through Programs.
18p.
1973. ED176870

This brief report is a compilation of academic test score data collected on children in the Responsive Educational Programs sponsored by the Far West Laboratory. In some cases sampling was done and statistical tests run. In other situations sampling was not possible and comparisons are made with national norms. Diagrams and figures are given for children's pre- and post-program performance on measures of the following types: reading performance of grade school children, reading readiness of first grade children, arithmetic achievement of kindergarten children, Stanford Achievement test scores of third grade children, Wechsler Intelligence test scores of kindergarten children, Stanford subtest scores of second grade children, Raven's Progressive Matrices test scores of children in grades one through three, Caldwell Preschool Inventory test scores of Head Start children, and scores on the Boehm Test of Basic Concepts for Head Start children. The reader is referred to references at the end of the report for complete description of the data collection and analyses.

Index codes 1 21 10 13 81

514
Far West Lab. for Educational Research and Development. Berkeley, California.
Implementation of the Responsive Program: A Report on Four Planned Variation Communities.
200p.
1973. ED085102

This report describes and evaluates the implementation of the Far West Laboratory's Responsive Educational Program (REP) in four communities participating in the Head Start and Follow Through "Planned Variation" experiment. The purposes of the report are: (1) to evaluate a particular implementation effort, and (2) to devise a new framework for such an evaluation. Separate sections are devoted to implementation evaluation as related to the Program Advisor, the Community and the School System, the Classroom Process, Parent Participation, Child Services, and the Child. Several evaluation instruments are described. Data tables are interspersed throughout the report and appendices include supporting information. Principal Author: N.F. Rayder.

Index codes 1 13 7 12 15 83

515
Far West Lab. for Educational Research and Development. Berkeley, California.
Beyond Compensatory Education. A New Approach to Educating Children.
227p.
1973. HS200720

This book presents a new set of heuristic notions that might be used in designing educational programs for low-income and ethnic-minority children. The authors see no hope for the concept of "compensatory education" as a way of improving the education of disadvantaged children; they hope that this selection of articles will provide a fresh point of view that must be adopted if "American society is to solve some of the pressing educational and social problems it currently faces". Principal Authors: Glen P. Nimnicht; James A. Johnson, Jr.

Index codes 3 17 82

516
Far West Lab. for Educational Research and Development. Berkeley, California.
Eagle Butte, South Dakota Basic Educational Skills Project Program Description.
66p.
1980. ED191577
This program description of a basic educational skills (BES) project located on the Cheyenne River Indian reservation in the town of Eagle Butte, South Dakota, discusses four components of the BES program. The introductory chapter indicates features of Indian life and their relationship to the educational program. For example, Cheyenne Indian children are bussed as far as 70 miles to school in Eagle Butte. In Chapter II the Head Start curriculum and its proposed goals are discussed in relationship to teacher attitudes and behavior, parent involvement, and continuity between home and school. Also, curriculum content and teacher methods used to impart BES to kindergarten through sixth grade children are described. Elementary school BES curriculum goals and steps taken to reach those goals are then presented. Relationships between the curriculum and other BES program elements are indicated. Chapter III describes the parent involvement component of the BES Program. General parent involvement goals and specific activities, such as providing parents with child development information and learning activities for the home, are described. Chapter IV overviews the teacher attitudes and behavior component of the program. Chapter V discusses continuities between educational agencies, schools, grades and homes and discusses policy related to student absenteeism and the implementation of the Responsive Education Program. A report to the superintendent of schools is appended. Principal Author: Peter E. Haiman.

Index codes 1 12 26 13 15 6 81

Fargo, George A.
For other entries by this author see Index of Co-authors.

517 Faust, Margaret.
Five Pilot Studies: Concerned With Social-Emotional Variables Affecting Behavior of Children in Head Start.
18p.
1968. ED056752
This report includes a discussion of five separate research studies which were conducted in preschool programs in Ontario, California, during the year 1967-68. The first study includes only five children from Ontario in a larger project which attempted to assess young children's recognition of skin color differences. The second study was conducted in an effort to evaluate the level of social participation among one group of preschool children. The third study focuses on children's language and evaluates the use of the past tense by preschool children. The fourth project compares the Stanford-Binet scores obtained in October, 1967 with those in May, 1968 for two groups of children. The fifth study compares the amount of social interaction of preschool children in the Fall of 1967 and in the Spring of 1968.

Index codes 1 19 23 24 83

518 Fearn, Leif.
A Demonstration in In-Service Education.
Educational Horizon, 1969, 47(3):122-126.
EJ005307
Research supported in part by OEO Headstart Subcontract No. 1410 with Michigan State University Headstart Evaluation and Research Center.

Index codes 1 12 81

519 Featherstone, Helen J.
Child Characteristics by Model Interactions.
Paper presented at the American Psychological Association Convention.
1974. HS200117

This paper describes an effort to use the Head Start Planned Variation data to examine program-child interactions, and summarizes the findings and conclusions of the analyses. The issue of whether different preschool programs have different cognitive effects on different types of children is addressed. A variety of hypotheses are generated that consider the effects of eight preschool models and child variables.

Index codes 1 13 82

Featherstone, Helen J.
Feder, Bud.
For other entries by these authors see Index of Co-authors.

520 Feeney, Stephanie S.
The Effects of Two Curriculum Models on Aspects of Autonomy and Learning in Head Start Children.
Dissertation Abstracts International, 1972, 32:5668.
HS200119

This study conducted a controlled examination of two models of preschool education, one academic that stressed learning specific skills and concepts through direct instruction, the othe responsive, emphasizing free choice in an environment designed to respond to the child. The effects on the child's curiosity, creativity, approach to problem solving, task involvement, dependency on adults, and self-direction in the absence of adults was measured. The degree to which the programs actually implemented stated goals was investigated.

Index codes 1 12 13 16 21 83

521 Fein, Greta G.
Infant Day Care and the Family: Regulatory Strategies to Ensure Parent Participation.
66p.
1977. ED156351

This paper examines federal requirements which promote parent involvement in day care, particularly in services for children under 3 years of age. The rationale for parent participation in poverty programs for children is discussed from three perspectives--political, economic, and socio-psychological--and Project Head Start's application of this rationale to poverty program guidelines is described. The basis for parent participation in day care for children of all socioeconomic backgrounds is delineated in terms of the role of the parent as guardian, as consumer, and as citizen. Also discussed are the physical vulnerability of the infant, the development of social attachments, and the influence of early experiences on the child's subsequent development as they affect parent participation in infant day care. The 1968 Federal Interagency Day Care Requirements (FIDCR) statement on parent participation is examined and two alternatives to the 1968 statement, based on a 1972 proposed revision of the FIDCR, are suggested. One alternative deals with regulations at a national level regarding collaboration between parent and institution, and parent participation at a city level. Recommendations for new federal requirements are presented.

Index codes 3 18 81

Fein, Robert.
For other entries by this author see Index of Co-authors.

522 Feldman, Carol; Shen, Michael.
Some Language-Related Cognitive Advantages of Bilingual Five Year-Olds.
Journal of Genetic Psychology, 1971, 118(2):235-244.
HS200120
In this study monolingual and bilingual five year-old Head Start children were compared in their ability at tasks involving object constancy, naming, and the use of names in sentences.

Index codes 1 21 25 82

Fellenz, Peter.
For other entries by this author see Index of Co-authors.

523 Fendrick, David R.
What's Happening to Early Childhood Development.
Notes on the Future of Education, 1972, 3(2):7-11.
EJ069812
Describes the state of present national legislation that could affect early childhood development and discusses the implications of proposed legislation and programs for a national child development policy.

Index codes 3 20 81

Ferb, Thomas E.
Ferris, M. Scott.
Figgures, Cleo.
For other entries by these authors see Index of Co-authors.

524 Fischer, Lydia H.
The Effects of Head Start Program, Summer 1965.
Dissertation Abstracts International, 1972, 32:32.
HS200121
This is an evaluation of a summer Head Start program in terms of its educational and motivational effects on a sample of 70,000 first grade pupils (10% of whom had been enrolled in Head Start). Using previous survey data, ex-post statistical control techniques were substituted for laboratory-type experimental control. Scores on test batteries assessed the following variables: language ability, mental ability, demographic and ethnic traits, location of school, etc.

Index codes 1 16 23 24 21 83

525 Fisher, Virginia L.
Role Conceptions of Head Start Teachers.
Dissertation Abstracts International, 1967, 28(5-A):1900.
HS100122
This study investigated the role of conceptions held by Head Start teachers and the types of experiences relating to particular role conceptions. The three basic roles studied were: rejecting; warm reactive; warm initiating.

Index codes 1 13 12 83

526

Florida University. Gainesville, Florida.
A Sequential Approach to Early Childhood and Elementary Education, Phase I. Grant Report.
57p.
1969. ED042517

The project on which this document reports intends to (1) implement a three-year and a four-year sequential curriculum based upon developmental concepts, (2) change the traditional roles of the teacher and the student, (3) accommodate individual differences in children's levels and learning rates, (4) involve parents in the education and cognitive development of their children, (5) use teacher assistants to free teachers for small group activity, and (6) carry out an extensive evaluation of the children in this program and compare them with control groups. The sequential curriculum is the Learning to Learn Program and the subjects are 44 4-year-olds and 42 5-year-olds. The experimental groups were exposed to the Learning to Learn Program, while the control groups entered a traditional preschool or kindergarten. At the end of the first year of the project, extensive developmental evaluation indicates larger gains for the experimental groups, especially among the 4-year-olds. Long range plans call for a continuation of the experimental and control conditions, accompanied by further testing, through the second grade.
Principal Authors: Vernon Van De Riet; Hani Van De Riet.

Index codes 1 13 83

527

Florida University. Gainesville, Florida.
A Follow-up Evaluation of the Effects of a Unique Sequential Learning Program, a Traditional Preschool Program and a No Treatment Program on Culturally Deprived Children. Final Report.
35p.
1969. ED042516

This is a followup study of second and third grade children who experienced differential treatment during their kindergarten year. A total of 72 disadvantaged black children comprised the sample which was divided into three groups. Group A received a special sequential Learning to Learn Program. Group B participated in a traditional kindergarten and Group C remained at home. At the end of the year, all subjects enrolled in a regular public school first grade. Developmental measures of the children taken periodically during the four-year study included the Stanford Achievement Test, subtests of the Wechsler Intelligence Scale for Children and the Illinois Test of Psycholinguistic Abilities. Early results revealed that the Learning to Learn Program accelerated the children's development, that the regular kindergarten group maintained their previous developmental level, and that the no-program treatment group fell behind in overall development during the kindergarten year. However, later results indicated that while the three groups maintained their order of mean developmental level, the differences among them decreased through the years, until, by the end of the third grade, differences were no longer statistically significant.
Principal Authors: Vernon Van De Riet; Hani Van De Riet.

Index codes 1 13 81

528

Florida University. Gainesville, Florida.
A Sequential Approach to Early Childhood and Elementary Education, Phase II. Grant Report.
99p.
1970. ED047791

This report is the 2-year followup evaluation of a proposed 4-year grant, which studied the effects of a sequential learning program on disadvantaged children. Four- and 5-year-olds (N=86) were matched on several developmental variables, with one group at each age entering the Learning to Learn Program at either the nursery or kindergarten level. The other two groups served as controls and entered day care centers or traditional type kindergartens. During the second year of the project the experimental groups either attended kindergarten or attended either Title I kindergarten or traditional first grade classes in public schools. Experimental and control groups were tested on measures of intelligence, psycholinsuistic ability, visual motor ability, primary mental abilities, readiness and achievement. Results indicate that the children who began the program at age 4 have made much larger developmental gains than children in the matched control group. To a lesser extent, the children who began the program at age 5 have advanced more rapidly than their control group. An appendix gives individual raw data collected, descriptions of tests used, and rating scales.
Principal Author: Vernon Van De Riet.

Index codes 1 13 82

529

Florida University. Gainesville, Florida.
A Sequential Approach to Early Childhood and Elementary Education, Phase III.
225p.
1972. ED067150

The effects of two or three years of a sequential educational intervention program on culturally deprived children were studied with two groups of four-year-olds and two groups of five-year-olds. They were matched on several developmental variables, with one group at each age levels entering the experimental Learning to Learn Program. The other groups served as controls and the four-year-olds entered day care centers while the five-year-olds attended traditionally run kindergartens. Comparison on several developmental measures between the experimental and control groups made after each year of the program indicate that the children in the Learning to Learn Program made much larger developmental gains than their matched control groups. The project supports the contention that early intervention programs with culturally deprived children can rectify their educational deficits.
Principal Author: Vernon Van De Riet.

Index codes 1 13 83

530
Florida University. Gainesville, Florida.
A Sequential Approach to Early Childhood and Elementary Education.
243p.
1973. ED085101

This evaluation report consists of a description and longitudinal analysis of the long term educational impact of the Learning to Learn Program on children from poverty backgrounds. The program is based on the principle that children's development follows an orderly sequence of growth from motor to perceptual to symbolic stages. The results of this study indicate that Learning to Learn Program graduates, at the end of second grade, are experiencing impressive educational and developmental success in public school. Data tables, graphs, and photographs are included.
Principal Author: Vernon Van De Riet.

Index codes 1 13 83

531 Folis, Sara G.
A Review of the Organization of the Memphis and Shelby Summer Project Head Start Operations, 1965-69.
Dissertation Abstracts International, 1972, 32:6164.
HS200125

This study reviewed the organizational structure of the summer Head Start program in Memphis and Shelby County in 1965-69 by analyzing documents, and conducting interviews. Assessments were made of the success of implementation and recommendations for improvements in service delivery were made.

Index codes 1 12 83

532 Folkman, William S.; Taylor, Jean.
Forest Service (DOA). Berkeley, California.
Fire Prevention in California's Riverside County Headstart Project: An Evaluation.
29p.
1972. ED069399

Results of evaluation are reported for a safety program devised by Head Start teachers and California Division of Forestry personnel to teach fire prevention education to Head Start children. Chapters describe the place of fire prevention in Head Start and causes of fire starting behavior in children. The Head Start Fire Prevention Kit is also described, with an evaluation given of its classroom use. The kit was found to be most successful in meeting the cognitive goals of the program, improving the children's understanding of certain cause-and-effect relationships concerning fire behavior. Positive changes in curiosity about fire and attitudes toward it were less apparent. Modification of the materials or in the instructions for their use, and the addition of suggestions for enrichment activities related to them, appear likely to improve materially goal achievement possibilities.

Index codes 1 21 13 83

533 **Fox, Frank H.**
University of Wisconsin. Madison, Wisconsin.
A Description of Language and Perceptual Function of Culturally Deprived Children.
University Microfilms. Ann Arbor, Michigan. 68-15979. 263 p.
HS100901

The purpose of this study was to describe the linguistic and perceptual function of preschool culturally deprived children and to ascertain if differences in level and patterns of performance existed when the children were divided by race and sex. A further purpose of the study was to analyze the data by several methods and to compare the results obtained from the different methods of analysis. Nine measures of pscyholinguistic ability and four of perceptual function constituted the test battery. The test sample was composed of 194 children enrolled in Head Start programs in the State of Wisconsin. The author reached the following conclusions: 1) There are differences in magnitude of linguistic and perceptual function among Negro, white and American Indian subjects; 2) There are differences in magnitude and patterns of linguistic and perceptual function between males and females; 3) The hypothetical constructs which underlie these language and perceptual functions are the ability to take in and process information from the environment, express ideas in words and gestures, alter and correct ongoing motor activity as a result of visual feedback, make gestural expression of ideas as a result of the symbolic content of visual stimulation. The author also came to a number of conclusions with regard to the test methodologies used.

Index codes 83 1 21 23

534 **Ford, Wendy W.**
Pittsburgh Univ. Learning Research and Development Center.
Pittsburgh, PA
Involving Parents in Children's Education: Lessons from Project Follow Through.
21p.
1979. ED199339

This paper describes the parental involvement component of Project Follow Through, a Federally funded program designed to follow up on the children who had participated in Project Head Start. Comments and impressions gathered from interviews with teachers, parents and administrators in school districts that were linked to one Follow Through sponsor, the University of Pittsburgh, are presented. Increased parent participation is evaluated and the problems of adjustment faced by both teachers and parents are discussed. Parents, it is said, reported positive results, including a greater understanding of their children's behavior. Furthermore, political involvement by parents is said to have been successful in obtaining continued funding for Project Follow Through. Mechanisms by which parents can be further involved in their children's educational activities are outlined.

Index codes 3 10 15 81

Fox, Ronald E.
For other entries by this author see Index of Co-authors.

535 Fratto, Nicholas.
A Study of the Effect of Head Start on the Vocabulary Development of Economically Deprived Preschool Children.
Dissertation Abstracts International, 1968, 28(12-A):4949.
HS100126

The study compared the vocabulary of economically deprived children with that of economically advantaged children before Head Start, after Head Start, and before kindergarten and after kindergarten and before first grade. The Head Start treatment was a summer program in Allegheny County, Pennsylvania.

Index codes 1 23 82

536 Fried, Helen C.
Achievement of Cognitive Skills in Head Start as Related to Certain Home Environment Factors.
Dissertation Abstracts International, 1973, 34:3831.
HS200127

The study examines the type and quality of parent-child interaction and the relationship of these factors to the success of 43 low-income children in the Head Start program in an attempt to identify those factors which promote school achievement.

Index codes 1 15 21 83

537 Friedlander, George H.
Institute for Retarded Children of the Shield of David. Bronx, New York.
Report on the Articulatory and Intelligibility Status of Socially Disadvantaged Pre-School Children.
63p.
1965. ED014321

This study of the articulatory and intelligibility level of a socially disadvantaged group of children in the Head Start Program involved 150 children, 4 1/2 - 6 years of age, with equal numbers of boys and girls. This group was composed of children of families with Spanish language background, of children of native Negro families, and of children of native white families. All children were tested with the Templin-Darley diagnostic test of articulation. A taped conversation with each child was used for evaluation by an independent group of examiners in the areas of intelligibility, verbal proficiency, foreign accent, regional accent, and articulatory defects. Family data on occupation, income, family size, and languages spoken and a sampling of parent articulatory level was obtained. This data was correlated as variables with the articulatory and intelligibility level of the children tested. Data indicated that all groups were minimally proficient in intelligibility and verbal performance. White children showed greater articulatory maturity than the Negro and Spanish-language children. Factors shown to be of no influence were sex of child, occupation and income of father, and foreign language background. Poor articulatory performance, therefore, reflects a developmental lag in articulatory growth. New testing instruments which allow for ethnic differences in articulation should be developed for future study.

Index codes 1 16 23 25 83

538 Friedman, Myles I.
South Carolina University. Columbia, South Carolina.
Report of Completed Evaluation Pre-Testing.
54p.
1968. HS100520

The pre-testing activities completed in fall 1967 by the Regional Evaluation and Research Center for Project Head Start located at the University of South Carolina are described in terms of the sample, the instruments, the testing procedures, and the evaluation personnel and organizaion. The appendices include a description of Anderson, South Carolina, a listing of the Anderson Head Start Centers, and parent interview schedule with expanded interviewer instructions.

Index codes 2 12 15 82

539 Friedman, Myles I., ed.; et al.
Educational Testing Service. Princeton, New Jersey.
Population Characteristics of Disadvantaged Preschool Children. Proceedings of the Head Start Research Seminars: Seminar No. 3, Head Start Populations (1st, Washington, D.C., October 9, 1968).
133p.
1968. ED036330

This document includes three papers on long-term investigations of the population characteristics of disadvantaged preschool children. Myles I. Friedman, et al., approached the problem of curriculum construction by describing and identifying readiness behaviors in children. Twenty-two tests were administered to 1600 4- to 6-year-old advantaged and disadvantaged children. Results will be available soon. Considering the disadvantaged a heterogeneous group, Robert P. Boger and Sueann R. Ambron constructed a behavioral model including subpopulations (rural or urban, social class, etc.), psycho-educational dimensions (intelligence, language skill, etc.), and process variables (environmental factors). The interacting variables of this model will be used to identify and assess disadvantagement. A bibliography is included. E. Kuno Beller investigated the effects of early educational intervention on the intellectual development of lower class, disadvantaged children, measuring intellectual functioning by standardized tests and classroom grades and motivation by ratings and direct observation. Major findings and conclusions were reported. These findings indicate a need for planning curriculum designed to help disadvantaged children explore things on their own initiative and carry activities to completion, by helping them develop greater trust in their adult environment.

Index codes 1 12 21 81 13

540 Friedman, Myles, I.; et al.
Readiness and Instruction: Individual Diagnosis and Treatment. In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100828

Learning is described in terms of a readiness model which states that the acquisition of certain skills must always precede certain other skills. The curriculum view of this model contends that a particular sequence of experiences may be most appropriate for the majority of learners while unique sequences may be more appropriate for other learners. By investigating readiness and facilitating behaviors in young children, the author measured the cognitive and psychomotor skills of subpopulation groups.

Index codes 82 1 21

541 Friedman, Myles I.
South Carolina University. Columbia, South Carolina.
Evaluation and Research Center for Project Head Start, University of South Carolina. Interim Evaluation Report.
119p.
1969. ED045197

This document is an interim evaluation report of language development curriculums in full year Head Start programs operating in the five state area the Research and Evaluation Center serves. One experimental study in language development carried on in cooperation with the Texas and Tulane centers is reported in depth. The study was implemented in ten classrooms in two sites (Henderson, North Carolina and Vero Beach, Florida) and used the Buchanan Readiness in Language Arts program with various combinations of supplements, carefully monitored teacher training, and packaged reinforcement schedules. Appendixes comprise four-fifths of the document and include two manuals for teachers (Buchanan-Swanson Supplement and the Reinstein Reinforcement Program), a cover letter and sample questionnaire used in the language program evaluation, a listing of instruments common to national evaluation projects, Center forms and reports used for a variety of tests and testing conditions, and a description of Center quality control procedures and data processing.

Index codes 1 23 13 83

542 Friedman, Myles I.; et al.
South Carolina University. Columbia, South Carolina.
An Investigation of the Relative Effectiveness of Selected Curriculum Variables in the Language Development of Head Start Children.
133p.
1970. ED046497

This report evaluates the influence of five language programs on the learning of children in year-round Head Start programs. It presents the statistical analysis and design of an investigation conducted in ten class rooms in two sites (Henderson, North Carolina dn vero Beach, Florida). The core of the programs was the Buchanan Readiness in Language Arts program with four combinations of supplements. A monitored and an unmonitored control group were used in each site. It was hypothesized that the experimental classes would outrank the controls in a predetermined order. Although significant differences were found on several subtest measures, the data did not support the hypothesis. The experimental groups, in general, outperformed the control groups on only two of the pre-posttest measures (alphabet and letter recognition). Appendixes comprise one-half of the document and include two manuals for teachers (Buchanan-Swanson Supplement and the Reinstein Reinforecement Program), cover letters and sample questionnaires used in the language program evaluation, a listing of instruments common to national evaluation projects, forms and reports used for a variety of tests and testing conditions, a listing of personnel, nd the tables from statistical analyses.

Index codes 1 13 23 84

543 Friedrich, Lynette K.; Stein, Aletha H.
Pennsylvania State University. University Park, Pennsylvania.
A Naturalistic Study of the Effects of Prosocial Television and Environmental Variables on the Behavior of Young Children. Final Report.
126p.
1975. ED111438

A study sought to determine (1) whether a television program designed to enhance personal, social, and emotional development can have positive effects on children's behavior, and (2) what elements in a child's environment produce the greatest positive effects. Two components of the environment were studied: (1) training of the adult care-givers to implement materials, and (2) concepts related to the programs and arrangements of the physical environment to increase the likelihood that the child will use material from the program in his everyday behavior. The television program called Mr. Rogers' Neighborhood was dubbed to 16mm film; the subjects were children enrolled in the Head Start program. Twenty films were shown in each classroom during the eight-week experimental period. Play materials relevant to prosocial television were designed to provide cues; books, games, and records devoid of prosocial context were chosen as irrelevant material. Prosocial television produced few behavioral differences from the neutral treatment, but the effects of prosocial television accompanied by relevant play materials varied with classroom structure. The study indicates the usefulness of prosocial television and related curriculum materials in day care and educational programs for young children of the economically disadvantaged. Fifteen statistical tables detail the material used and measurement figures. Suggested neutral materials, film content, and observation of behavior are appended.

Index codes 1 13 83

544 Friedrich, Lynette Kohn; et al.
The Effects of Prosocial Television and Environmental Conditions on Preschool Children.
16p.
1975. ED119815

This study examined the effects of prosocial television programming and environmental conditions on positive interpersonal behavior of preschool children with their peers. Subjects, 3- to 5-year-olds from 13 Head Start classes, were assigned in class groups to one of four experimental treatments: (1) viewing neutral films and playing with irrelevant play materials (i.e., materials as devoid of prosocial content as possible), (2) viewing prosocial television and playing with irrelevant materials, (3) viewing prosocial television and playing with relevant materials (those with prosocial content), and (4) viewing prosocial television and playing with relevant materials under the supervision of specially trained teachers. Baseline data were collected on classroom organization and student-teacher affective relationship, and classes were categorized as "high structure" (high organization/low teacher warmth) or "low structure" (low organization/high teacher warmth). Following experimental treatments, observations of children's natural behavior in ongoing class activities were made using four observational categories: positive social interaction with peers, verbal interaction with peers, imaginative play, and nonverbal interaction with peers. Results indicate that the most consistent effects on positive social interaction with peers and imaginative play occurred in the condition that combined prosocial television, related play materials, and teacher training and involvement. Low structure classrooms were the most conducive to obtaining positive effects on social behavior.

Index codes 1 13 19 83

545 Frost, Joe L., ed.
Revisiting Early Childhood Education: Readings.
New York: Holt, Rinehart and Winston; 1973. 548p.
HS200789

This compilation of readings is intended to show the state-of-the-art of early childhood education, as of 1973. Parental involvement, changing program emphases, open schools and the synthesis of schools of thought regarding programs for young children are discussed. Chpters cover assessment of the need for educational care, stimulation and interpersonal interaction in infancy; the approaches of Montessori and Piaget; cognitive, affective and conative development; language development; the impact of Head Start, the research and evaluation effort; open schools and free schools and the planning for and analysis of early childhood programs.

Index codes 82 3 13 21

Fulton, Robert.
For other entries by this author see Index of Co-authors.

546 Furono, Setsu.
Factors Influencing Enrollment in Head Start Classes in Hawaii.
Public Health Reports, 1970, 85 (3).
HS200904

Characteristics of families in Hawaii eligible for Head Start classes and the factors that influenced enrollment of their children in the classes were investigated in 1967. The major null hypothesis that equal proportions of children eligible for Head Start are enrolled from upper and lower economic levels was tenable. Significant differences were found, however, in a number of other characteristics: e.g., a) having a sibling in Head Start the previous year; b) both parent and child owning library cards; c) having been informed directly about Head Start classes through visits by professional workers; and d) having been informed about Head Start by a representative from the Office of Economic Opportunity. That the majority of the poor are interested in education is demonstrated in this study. Results suggest that concentrated efforts must be made to break the generational cycle of poverty and cultural deprivation.

Index codes 82

547 Furuno, Setsu; Connor, Angie.
Use of Non-Professional Personnel for Health Screening of Head Start Children.
Paper presented at the American Orthopsychiatric Association Convention, San Francisco, California, March 1970. 30p.
ED040469

This study investigates the extent to which trained nonprofessional personnel under nursing supervision can effectively conduct health screening of Head Start children. Results of screening by nonprofessional workers are compared with results of the traditional pediatric examinations given each child. A total of four nonprofessional persons selected from the indigenous population, trained by a pediatrician and a psychologist, used the following instruments to facilitate screening: (1) parent interview and physical observation forms prepared by the authors; (2) a revision of the Denver Developmental Screening Test; and (3) the Ammons Quick Test. There was a positive correlation between the results of pediatric examinations and those of aides' screening. Aides' referrals for intellectual and development problems also reflected a low but positive correlation with those of psychologists. Results suggest that with little training, aides can be useful in doing health screening under supervision by a nurse, and may thus serve to assist in areas where there is an acute shortage of medical and nursing personnel. A behavior inventory used in the study is included separately.

Index codes 1 5 12 81

Gaines, Rosslyn.
For other entries by this author see Index of Co-authors.

548 Garber, Malcolm.
The Florida Parent Educator Program.
7p.
1972. ED058953

This paper describes the Florida Parent Educator Program as a component of Planned Variation Head Start. The program is currently being implemented in four communities embraces a philosophy of cognitive transactionalism, a philosophy molded by the work of Jean Piaget and others. This philosophy states that "the child is born with a set of sensory motor operations (or responses) to perform on his environment in order to know it himself." The major foundation upon which the program rests is the parent's presentation of materials which engage the child in learning activity. Tasks should have the following qualities: (1) The learner does a lot of talking; (2) The learner has fun doing the task; (3) The directions are clear enough that it can be taught by the mothering one; (4) Teacher and learner understand why they are performing the task; (5) The task encourages the teacher to use a lot of ways to teach; (6) Home materials are used; (7) The learner knows he has learned something; and (8) The learner is encouraged to think up new activities or things to do which grow out of the task. The broad objectives of the Parent Educator program are to develop educational competence in the child, enhance the cognitive development of the child, and help to generate a home atmosphere which will allow the child to be resilient to the demands which schools make on him. The program is more focused on the process employed by mothering ones when teaching their children than on the specific product outcome associated with any given task.

Index codes 3 13 15 21 83

Garfunkel, Frank.
For other entries by this author see Index of Co-authors.

549 Geesaman, Patricia.
The Health Status of Project Head Start Children and Non-Project Head Start Children From the Same Socio-Economic Level.
Dissertation Abstracts International, 1971, 31:5453.
HS200129

The purpose of this study was to compare the present health status of previous Project Head STart children with the present health status of non-Project Head Start children from the same socio-economic level. The present health status was determined using a survey and researching the health records of the children.

Index codes 1 5 83

550 Geller, Sanford E.; et al.
Social Reinforcement of Attending: Effects on Classroom Learning in Disadvantagged Preschoolers.
9p.
1975. ED119843

This study investigated the relationship between visual attending and learning in a group of 16 Head Start children from low-income families. Attending behavior (defined as "eyes oriented towards the teacher and/or teaching materials for a full 5-second interval") was measured for each child during a 10-minute story period on four consecutive days. During each story period, cassette recordings of two stories were played while the teacher showed corresponding pictures. Between the two stories, the teacher performed a number of distinct motor behaviors (i.e., arms raised over head). These motor behaviors were used to test children's recall of model behavior. After each day's storytime, children were individually questioned about the material presented during the second story and were asked to perform the same motor behaviors that the teacher had done between the two stories. Children were asked questions to which answers could be obtained: (1) only by looking at the pictures or (2) only by listening to the story text. Half of the subjects (the experimental group) received praise for orienting their eyes towards the teaching materials and not talking to other children. Results showed that the mean level of attending on treatment days for the experimental group was 70.25% compared with 46.2% attending for the control group, a statistically significant difference. It appears that reinforcing visual attention does facilitate learning in the classroom for most children.

Index codes 1 13 21 83

551

George Peabody College for Teachers. Nashville, Tennessee.
Selected Longitudinal Studies of Compensatory Education: A Look from the Inside.
Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, California, 1969. 13p.
ED033762

This document, prepared for a symposium on preschool compensatory programs, makes preliminary comments on the difficulty of program assessment and tight experimental design, on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition. A number of studies in preschool intervention are reviewed and evaluated. Among these are the Skeels (1966) 21-year followup study on institutionalized, retarded children, the Klaus and Gray study (1968-69) involving low income Negroes in the upper South in a summer and home-visit followup program, and Weikart's study (1967) utilizing 2-1/2 hour morning sessions and afternoon home visits. Two curriculum comparison studies (Weikart, 1969 and Karnes, 1969) and a study of comparative kindergarten conditions for rural children are also discussed.
Principal Author: Susan W. Gray.

Index codes 83 2 12

552
George Peabody College for Teachers. Nashville, Tennessee.
Families and Family-Institution Transactions in Child Development.
Final Report.
114p.
1978. HS200738

Research into the family and its interaction with other institutions has been funded under the Administration for Children, Youth and Families, HEW, since 1974. A review of the history of family research is followed by a discussion of the methods and sources used in the study, findings and comparison with research done in other agencies, and recommendations in the areas of conceptual and theoretical foundations, research and program development, and methodology and technical assistance.

Index codes 84 2 7 15

553 Gersten, Russell M.; et al.
The Relationship of Entry IQ Level and Yearly Academic Growth Rates of Children in A Direct Instruction Model: A Longtudinal Study of Over 1500 Children.
Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981. 68p.
ED202595

This study examines the relationship between IQ and yearly academic growth rate in reading and mathematics for low income children in the primary grades involved in the Direct Instruction Follow Through Program (DIFT). Low income children, from 20 communities in the United States, who engaged in the DIFT program between 1969 and 1977 for either 3 years (grades 1 through 3) or 4 years (kindergarten through grade 3), participated in the study. Upon entering the program, in either kindergarten or first grade, students were tested on the Wide Range Achievement Test (WRAT) and the Slosson Intelligence Test (SIT). Each spring students were tested on the WRAT, SIT, and (beginning in grade 1) the Metropolitan Achievement Test (MAT). For the purposes of the longitudinal analyses of variance, children's entry IQ score was used to classify them into one of six IQ blocks (70 and lower, 71-90, 91-100, 111-130, 131 and above), and then a mixed (split-plot) analysis of variance designs was used to analyze results with one between-groups factor (IQ block) and one within-groups factor (time of test). The major finding of this study was that little, if any, relationship existed between entry IQ and yearly learning rate. Generally, the students entering the program at higher congitive skill levels finished third grade at higher levels, but the growth rates (or amounts of materials learned) were not significantly different between IQ blocks.

Index codes 1 21 24 11 81

Gersten, Russell.
For other entries by this author see Index of Co-authors.

554 Gietzen, D.; Vermeersch, J. A.
Health Status and School Achievement of Children from Head Start and Free School Lunch Programs.
Public Health Reports, 1980, 95(4):362-368.
HS200699

In this article, the author reviews the findings of a study which compared the effects of the nutrition component of Head Start and the Free Lunch program on the health status of children. The paucity of data related to the health impact of these programs is noted. The study used cross-sectional, longitudinal, and mixed longitudinal approaches to analyze data from school records to determine whether the nutritinal input of the Head Start and Free Lunch programs could affect physical and educational outcomes for disadvantaged children. Results of the cross-sectional analysis showed that the Head Start and Free Lunch children came from larger families than the two comparison groups. On the Comprehensive Test of Basic Skills, disadvantaged children showed no significant differences. That could be attributed to participation in any of the intervention programs. Head Start boys were significantly taller than Free Lunch boys on measures of height. The author concludes that none of the assistance programs resulted in improved educational outcomes that enabled children to achieve at a level comparable to the advantaged children who attended private preschools. The data does suggest, however, that Head Start may be an effective means of assistance to improve the health and nutritional status of disadvantaged children.

Index codes 82 1 5 12

555 Gilbert, Arnold; et al.
Project Head Start: An Evaluation of the Medical Components in California.
California Medicine, 1967, 106(5):382-387.
HS100130

In this article results of a medical evaluation of Head Start participants in California are reported.

Index codes 1 5 82

Gilbert, Lynn E.
Giles, Douglas E.
For other entries by these authors see Index of Co-authors.

556 Gill, Robert; et al.
Community Health and Welfare Council of Heppepin County Inc. Minneapolis, Minn.
The Effects of Cartoon Characters as Motivators of Preschool Disadvantaged Children. Final Report.
100p.
1970. ED045210

A study designed to test effects of cartoon characters on the behavior of preschool disadvantaged children in an educational setting explored the use of cartoons as complementary additions to work materials. Because the 83 Head Start subjects had not been introduced to the alphabet an experimental set of worksheets was made which used the 26 letters. On many of these worksheets a cat cartoon character acted out some aspect of the meaning of a word associated with a particular alphabet letter. Other worksheets used were traditional. One control and three experimental groups were formed and the following areas of cartoon-effect were measured: emotional actions, learning activity, social activity and residual attitudes. Findings indicate that the cartoon is an intrinsic stimulator and information transmitter which would probably be more effective in elementary school classes with older children and that the cartoon should not be used for rote learning. It is suggested that the cartoon can fill a new role in the classroom, helping the teacher to reach curriculum objectives and the child to reach higher levels of learning. Appendixes include sample worksheets, pre- and posttests, a teacher questionnaire, data summary sheets, and a history of cartoon development.

Index codes 1 13 16 21 81

Gilman, Ann.
For other entries by this author see Index of Co-authors.

557 Gladkowski, Gerald James.
Another Look at Compensatory Education.
15p.
1971. ED071759

In considering the apparent failure of the two major compensatory education programs, Project Head Start and Title I, there are so many uncontrolled variables interacting simultaneously that it is virtually impossible to define the specific etiological factors engendering the results obtained. The Federal programs are difficult to evaluate because their goals are broad, they involve millions of children, and they are administered by Federal agencies far away from individual projects. Other problems are created through such variables as program effects or maturation (our lack of knowledge about preschool learning and disadvantaged learners), interactions of various socializing agencies, and technology. Reliability of measurement devices is especially doubtful at the preschool level. Our lack of knowledge in the affective domain is even greater. The major weaknesses of the compensatory evaluation are: (1) lack of comparable groups and control groups; (2) no planned variation in programs; (3) lack of random selection and/or assignment of Ss to treatment and control groups; (4) lack of clear-cut criteria for inclusion in the program; (5) lack of clearly specified objectives; and (6) non-comparable data. Future intervention programs should adhere to the tenets of experimental research. Residential centers are recommended to remove disadvantaged children from impoverished environments in infancy. A bibliography is provided.

Index codes 1 21 6 16 83

558 Glickman, Esther.
Professional Social Work With Head Start Children.
Children, 1968, 15(2):59-64.
HS100131

This is a reort of a group led by a social worker for mothers of children participating in Project Head Start.

Index codes 1 7 12 82

559 Glickstein, Howard A.
Federal Educational Programs and Minority Groups.
Journal of Negro Education, 1969, 38(3):303-314.
HS100132

This is a discussion of Federal educational programs for minority groups including Head Start, Follow Through, Title I and Teacher Corps.

Index codes 3 10 20 82

560 Goldberg, Herbert.
The Psychologist in Head Start: New Aspects of the Role.
American Psychologist, 1968, 23 (10); 773-774.
HS100133

This is a description of the experiences of a psychological consultant to a Head Start program and the changes in conventional role behavior he found necessary to make in order to function effectively.

Index codes 1 12 82

561 Goldberg, Milton.
Follow Through in Philadelphia.
32p.
1973. ED127016

This report discusses Philadelphia's Follow Through program, placing the project in its historical context. Growing out of the curriculum reform movement of the fifties and sixties, as well as Project Head Start and the War on Poverty, the Follow Through program was an attempt to maintain and reinforce the gains made by low-income children in preschool programs, and to implement on a nationwide scale effective exemplary approaches to the education and development of young children. The Philadelphia Follow Through program began in 1968 with 1343 kindergarten pupils in 16 Philadelphia schools. Seven early childhood education models were used. Changes or modifications brought about by the program (in teacher aide hiring practices, curriculum, administrative support areas, professional roles, and use of community agencies and resources) are discussed. Parent participation and community involvement were found to play a major role in all aspects of the program. Limitations of the project are discussed, and it is concluded that while Follow Through has had many positive effects, there are still areas in need of improvement.

Index codes 3 10 81

Goldberg, Sidney.
For other entries by this author see Index of Co-authors.

562 Goldberg, Sydney J.
Working With Head Start Parents in Public Schools: A Community Agency-School Approach.
Adult Leadership, 1969, 17(8):344-346.
HS100134

This article describes a cooperative venture between a Head Start center parents' group and a community agency n developing meaningful parent involvement through a program of parent education.

Index codes 1 7 15 82

Goldman, Karla S.
For other entries by this author see Index of Co-authors.

563 Goldner, Lawrence.
Don't Give Up on Compensatory Education: Just Make It More Relevant to Individual Needs.
Urban Education, 1973, 8(3):311-331.
HS200553

Successful compensatory education programs offer individualization of instruction, that is, a separate structure of learning activities designed to meet the specific needs (determined through diagnosis) of a particular student. The design for an individualized experimental compensatory program, developed and tested for a doctoral dissertation, is described. The experimental classes, receiving compensatory periods of arithmetic or language arts, showed significant gains on testing. Also described are an intensive reading program and a tutorial program.

Index codes 82 1 13 21

Goldupp, Ocea.
Goncalves, Jose.
Goodrich, Nancy.
For other entries by these authors see Index of Co-authors.

564 Goodson, Barbara Dillon; Hess, Robert D.
Stanford University. Stanford, California.
Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs.
1975. HS200135

This report is a review and summary of findings of preschool programs in which parents have a central role.

Index codes 1 15 82

565 Goodstein, H. A.; et al.
Connecticut University. Dept. of Educational Psychology. Storrs, Connecticut.
The Prediction of Elementary School Failure Among High Risk Children.
1975. ED108749

This report briefly summarizes the educational progress of a sample of children who took part in one of the earliest Head Start programs (1966). The report addresses the following questions: (1) Was participation in Head Start a factor in preventing retention in grade and/or special class placement? (2) Were there differences between Head Start and non-Head Start children on achievement measures upon reaching the sixth grade level? (3) What was the efficiency of a battery of psychoeducational tests administered at the beginning of first grade in prediction of academic achievement in the sixth grade? and (4) Did this battery of tests assist in the discrimination between children who progressed normally through the grades and those who were retained or placed in special classes? Preschool test results (from children exiting Head Start in 1966 and their non-Head Start counterparts) were compared to the results of the Lorge-Thorndike intelligence quotients and the Metropolitan Readiness Test (MRT) (for the same children in the sixth grade). Results showed that a significantly smaller percentage of Head Start children than non-Head Start children had been placed in special education classes or retained in grade; though there were no significant differences in academic achievement at the sixth grade level. Also demonstrated was the possibility of predicting a high percentage of children who will fail to progress as expected in elementary schools; the MRT provided for a large percentage of this potential prediction.

Index codes 1 11 19 21 83

Goodwin, Judith.
For other entries by this author see Index of Co-authors.

566 Goolsby, Thomas M.
Culturally Deprived Head Start Subjects' Reading Readiness After Training in Listening.
Journal of Learning Disabilities, 1968, 1(10):561-564.
HS100136

This study is a follow-up of reading readiness of non-reading preschool Head Start children after receiving three types of training in listening.

Index codes 1 13 22 82

567 Goolsby, Thomas M., Jr.
Listening Achievement in Head Start.
Reading Teacher, 1968, 21(7):659-662.
HS100612

Participants in Head Start were the subjects of an experiment to study the effects of oral questioning as a method of training non-reading preschool students. A hypothesis was put forth that those children receiving questions following oral presentation of reading passages would show higher achievement. Of this group those having knowledge of their performance would show the highest performance and would learn faster. The data collected indicate trends which can be applied to reading readiness in Head Start programs.

Index codes 1 13 22 82

Gordon, Anne.
For other entries by this author see Index of Co-authors.

568 Gordon, Edmund W.
Remarks on the Max Wolff Report.
5p.
1968. ED015030

Strengths and weaknesses of the Wolfe report (six months later) are noted. Weaknesses are judged to be that Wolff did not control variations in teacher effectiveness, curriculum, or student characteristics. Strengths are (1) parent interviews, (2) Assessment of Head Start-Kindergarten transition, (3) recognition of three factors as interrelated - (A) percentage of Head Start children in class, (B) the kindergarten teacher's knowledge of Head Start attendance and (C) teacher attitudes toward various learning styles, and (4) the position that gains can even out if primary school experience fails to develop them.

Index codes 2 13 21 81

569 Gordon, George ; Hyman, Irwin.
The Measurement of Perceptual-Motor Abilities of Head Start Children.
Psychology in the Schools, 1971, 8(1):41-48.
HS200137

The purpose of this study was to develop a battery of perceptual and perceptual-motor integrative tasks that would be appropriate for administration to young disadvantaged children.

Index codes 1 13 21 82

570 Gordon, Ira J.
Developing Parent Power.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100822

Parental behaviors or factors influencing both cognitive and emotional development of children can be included in three main categories: demographic factors, parental-cognitive factors, and parental-emotional factors. A number of variables are discussed, such as academic guidance by parents, direct instruction of the child, and self-esteeem of the mother. Several models of deprivation are described. Their implications for parental involvement are discussed. Research on the process of change is urged. Developing parent power requires dealing with all elements of the problem: the family, culture disparity, and social structure.

Index codes 82 2 15

571 Gordon, Ronnie; et al.
New York University. New York.
Pilot Study of the Efficacy of Mainstreaming-Integrating Handicapped Children. Final Report.
277p.
1978. ED165387

The report documents goals and activities of a 2-year project to study the effects of mainstreaming on the preschool child. The first year is said to have been concerned with the development of an observational and coding system for measuring the students' interaction, while the second involved validation of the system. Detailed data on student patterns resulting from mainstreamed placements are provided. Results of parent attitude questionnaires and interviews are discussed, as are results from 23 Head Start staff members. Nearly half the document is composed of five appendixes, including observational and coding guidelines.

Index codes 1 8 19 15 81

572 Gordon, Sol.
Evaluation of Project Head Start Reading Readiness in Issaquena and Sharkey Counties, Mississippi, Summer 1965. Final Report.
28p.
1966. ED014319

The substance of this final report on the Head Start Project of 1965 in Mississippi is a deep concern with the effect of the social milieu in which the project struggled rather than with the usual variety of statistics and research conclusions. This is due, in part, to the paucity of significant results and, more importantly, to the shockingly disruptive character of the social attitudes in the area. For example, although the Head Start staff was sufficiently busy recruiting pupils and preparing lessons and classroom facilities, it became also necessary that they guard these facilities from vandalism and arson. Also, the staff was made aware of the threat to Negro parents that they would lose their jobs if their children were enrolled in the program. In short the general white attitude was uncooperative and hostile, and the Begro attitude was fearful. Nevertheless, the reading-readiness program was carried through, and some results were obtained. It was determined that both the Allyn and Bacon and the Ashton-Warner methods of teaching reading were more effective than the phonetic method. Also, the use of records and record players, distributed to the pupils' homes, was very successful in stimulating a desire to learn.

Index codes 1 6 13 22 81

573 Gotts, Edward Earl.
Head Start Research, Development, and Evaluation.
In: Frost, Joe L., ed. Revisiting Early Childhood Education.
Holt, Rinehart and Winston; 1973.
HS200138

After providing background information on the creation and evaluation of Head Start, this paper discusses the evaluation results from the Child Development Evaluation and Research Centers (CDERC) for the years 1965-1969; from the Westinghouse Learning Corporation-Ohio State University national study; and from the Educational Testing Service (ETS) longitudinal study of Head Start, and highlights the controversies surrounding these studies. Other research efforts and their outcomes are described. Attention is directed to measurement development activities which have resulted in new instruments that are better suited to the study of young children from poverty backgrounds. The Head Start Test Collection of ETS is examined. Other ongoing research and evaluation with compensatory education efforts which have come into existence since 1964 are mentioned.

Index codes 2 21 12 82

Gotts, Edward E.
Gowin, D. Bob.
Graham, Frank P.
Granville, Arthur C.
Gray, Susan W.
For other entries by these authors see Index of Co-authors.

574

Greater Los Angeles Community Action Agency. Los Angeles, California.
Head Start/State Preschool Child Development Program Annual Evaluation Report 1972-73. Part 2: Evaluating Ourselves.
218p.
1973. ED109140

It was the contention of the Head Start/State Preschool Program of the Greater Los Angeles Community Action Agency (GLACAA) that a self-evaluation would not be workable or effective unless it was a joint process involving delegate agency staff, parents and central administration staff in all phases. The first phase of the self evaluation process involved the development of evaluation instruments for all components of the Head Start program. Twelve separate components were identified: (1) Education, (2) Bilingual, Bicultural Education, (3) Health, (4) Social Services, (5) Mental Health, (6) Parent Involvement, (7) Facilities, (8) Career Development, (9) Nutrition, (10) Volunteers (other than parents), (11) Delegate Agency Administration, and (12) Central Administration. Staff designated by delegate agencies participated in working committees which defined the performance that they considered as meeting performance standards and the performance that they considered unacceptable. After evaluation instruments were developed, steps were taken to get the evaluation team into the field. Next came the evaluation, reflections on the evaluation experience, analysis of evaluation results, evaluation by component, and acting to improve the program. Appendices on Evaluation Instruments, Tables for the Evaluation Results by Component, and Evaluation Reports for Each Component are included.

Index codes 1 12 83

575 Green, Evelyn A.
Is There A Significant Gain in Language Development for Children Attending Summer Head Start Programs Beyond the Ten Month Session?
Dissertation Abstracts International, 1978, 38(7-A):3996.
HS200667

This study was designed to measure the effect of continued attendance in Head Start classes through the summer session, after an initial ten-months, in terms of measurable gains in language development. Four major hypotheses were tested: (1) significant differences in change scores for children attending Head Start classes for ten and twelve program months; (2) significant differences in change scores for children attending highly structured Head Start classes as opposed to those instructed in low structured environments; (3) significant differences in language test scores observed between monolingual and bilingual children over the same time periods; and (4) significant differences in language change scores between boys and girls. The subjects were members of six Head Start classes in Chicago Public Schools, one class with bilingual children, Mexican-American, and five classes with black children. Summary of findings significant at the .05 level: (1) bilingual females in low structured classes who attended through the summer were found to have higher change scores than those who did not attend. (2) Monolingual males and females in highly structured classes who attended through the summer were found to have higher change scores than those who did not attend. (3) Monolingual females were found to have higher change scores than bilingual females, both those who attended through the summer and those who did not. (4) Monolingual males and females in highly structured classes were found to have higher 10-month scores than those in low structured classes.

Index codes 81 1 13 23 25

576 Green, Ruth Bass.
University of Masssachusetts.
An Analysis of the Relationship Between Parenting and Teaching Attitudes of Paraprofessional Teacher-Aides in Selected Head Start Programs.
Dissertation Abstracts International, 1981, 42(3):Section A, 1106.
HS200846

The Head Start Program was to provide "on-the-job" training for the paraprofessional working in the preschool program as teacher-aide. This study was to examine the effectiveness of these inservice training programs in relation to the aides' classroom practices, and to determine the aides' attitudes regarding Head Start classroom practices which conflict with their parenting beliefs. Paraprofessional staff (16) from three Head Start Programs in Western Massachusetts participated. "A Survey of Opinions Regarding the Bringing Up of Children" questionnaire measured attitudes on general child rearing practices, discipline, and freedom of the child. Teaching style preferences were determined by attitudes toward "traditional/progressive" educational practices and a researcher designed interview report, "Paraprofessional and Teacher-Aide Self Report Schedule." All (100%) authoritarian aides were traditional in their views toward education, and most (71%) nonauthoritarian aides were progressive. Following an average of one to five years of training only 32% of the study group have parenting and teaching attitudes which parallel Head Start's philosophy on child rearing and teaching. Over half were judged as having attitudes toward parenting and teaching which are incongruent with the goals of the program. These data were also gathered to be helpful to Head Start personnel who develop inservice training for paraprofessional staff. These findings suggest that inservice training programs will have to be modified in order to better meet the needs of these paraprofessional staff.

Index codes 1 12 81

577 Griffin, Jack Granger.
An Examination of Head Start Teacher and Teacher Aide Relationships With Implications for Supervision and Career Development.
Dissertation Abstracts International, 1971, 32(3-A):1224.
HS200139

The study investigated teacher aide role definition and performance perceptions plus teacher aide effectiveness and satisfaction in role performance as evaluated by 55 teachers and 55 teacher aides. The purpose was to investigate the possibility of developing a selection and placement system.

Index codes 1 12 83

Griffin, Virginia.
For other entries by this author see Index of Co-authors.

578 Griffith, Lynda W.; et al.
Institute for Community Studies. Kansas City, Missouri.
Evaluation of Early Childhood Education: A Model Cities-Supported Preschool Program.
276p.
1971. ED103473

A Head Start Program operating in Kansas City since 1965 was viewed as inadequate because enrollment was limited to about 600 children per year. The Model Cities Agency was determined to provide a program for the remainder of the children in the Model Cities neighborhoods. The programs developed were differentiated administratively for the purposes of this evaluation and the program considered a single entity and referred to as Early Childhood Education. These questions were developed as evaluation goals: What specific educational approaches were provided?; To what degree do the children grow to the stated objectives?; Do these programs meet the emotional, social, physical, and intellectual needs of the program's four-year-old children?; Do these children grow differently?; Are specified goals reached as anticipated by staff?; What program differences account for student growth differences?; Do parents in the parent education component change relevant to their children's development?; Are these programs complementary with kindergarten programs of urban schools?; What are the effects of staff development activities?; Is program administration effective?; Are children with special problems provided assistance in achievement of program objectives?; And what program changes should be made? Each question is treated in succession and is detailed. Summaries giving the main thrust are provided after each section.

Index codes 1 8 13 15 21 83

579 Griggs, Mildred B.; McFadden, Joan R.
The Effectiveness of Consumer and Homemaking Education: A Review and Synthesis of Extant Data.
77p.
1980. ED211721

Existing data are reviewed and synthesized that speak to the extent to which consumer and homemaking educaton (C&HE) programs at secondary and presecondary levels contribute to student knowledge, attitudes, and behavior. Differences in program design that were found in the research literature are described before findings about effectiveness of C&HE programs are reported. These findings are grouped according to their impact on learner's knowledge, learner's attitudes, student perceptions of usefulness of C&HE courses, and impact on learner's behavior. Findings are reported that suggest that C&HE programs are effective, although many of the studies cited tended not to be widely generalizable. The second part of this report discusses research design for better effectiveness evaluation. Some alternatives to traditional experimental research designs are reviewed, including naturalistic inquiry, modus of operandi, goal-free evaluation, regression discontinuity analysis, and goal attainment scaling. These other suggestions for sound research designs are discussed: avoidance of errors and limitations, establishment of test instrument/ evaluation measures for replication. To illustrate appropriate and and inappropriate methodology and assumptions, mental health, Head Start, and employment and training programs evaluation research studies are summarized. Some research in progress is also described. A bibliography is appended.

Index codes 2 12 81

Grisby, J. Eugene.
For other entries by this author see Index of Co-authors.

580 Grindheim, Rose.
A Comparative Study of Head Start Programs.
Dissertation Abstracts International, 31(10-A):3267.
HS200140

The purpose of this study was to evaluate the results and effectiveness of a task oriented Head Start program and to compare it with similar children who experienced a traditional nursery type Head Start program and children who did not participate in Head Start.

Index codes 1 13 21 83

Grogan, Marian.
For other entries by this author see Index of Co-authors.

581 Grossi, John A.; et al.
The Chapel Hill Study of the Impact of Mainstreaming Handicapped Children in Region IV Head Start.
1975. HS200714

This report presents the findings of the Chapel Hill Study of the impact of the attitudes of Region IV Head Start personnel on the mainstreaming of handicapped children. The design of the Region IV Training Delivery Network is described in terms of the roles of the Chapel Hill Project (which included development and distribution of multimedia training packages), state coordination (including the establishment of a media center), specially funded coordination (including recruitment of handicapped children into Head Start classrooms), and local coordination (including the coordination of state and community resources). The methodology used to study the regional training effort is discussed, and results are presented in the following areas: needs assessment, resources used in training, training/consultation planned and provided by a local agency, and training/consultation planned and provided by a specially funded agency. Summarized among the findings is that the number one priority for training expressed by regional personnel was screening and assessment; that only one-sixth of the Head Start teachers responding held teaching certificates; that teachers reported they liked working with handicapped children; and that personnel found the training to be practical and helpful for serving all Head Start children.

Index codes 1 8 12 81

582 Grotberg, Edith H.
Office of Economic Opportunity. Washington, D.C.
Review of Research 1965 to 1969.
58p.
1969. ED028308

This review of research and demonstration projects includes only those projects supported by the Research and Evaluation Office. No attempt is made to relate these projects or their findings to projects supported by other agencies or institutions. Further, this review excludes all national evaluation studies, i. e., those studies utilizing national samples on the basis of a national evaluation design. They are reported separately. Since the first research and demonstration funding during the summer of 1965, the categories of research and demonstration have tended to become the following: (1) Sub-population Characteristics; (a) Language, (b) Cognitive, Intellectual, and Achievement Behavior, (c) Social-emotional Behavior and Self-Concept, (2) Demonstration Programs; (3) Teacher Characteristics, (4) Parent Participation, (5) Head Start and the Community, and (6) Follow-up.

Index codes 99 83 3

583 Grotberg, Edith, ed.
Educational Testing Service. Princeton, New Jersey.
Critical Issues in Research Related to Disadvantaged Children. Proceedings of six Head Start research seminars held under OEO Contract 4098. 520 p.
1969. ED034088

This volume contains the procedings of six Head Start research seminars held in Washington, D.C. from June 11, 1968 to April 18, 1969. The subject areas for each seminar were drawn from what were considered to be the most pressing issues in early childhood education research. These were (1) motivation, (2) teacher and classroom management, (3) Head Start populations, (4) health and nutrition in early childhood, (5) intervention in family life, and (6) the teacher in intervention programs. The people who participated in and prepared papers for these seminars were selected by members of the Head Start Advisory Council and other eminent professionals, and were considered to be "expert authorities" in the individual subject areas. The emphasis of the seminars was the improvement of educational opportunity for the disadvantaged child. The seminar on motivation, for example, stressed such poverty problems as learned helplessness, cooperation, and delay of gratification. The papers in this volume represent the final drafts after they had been exposed to careful criticisms and suggestions by those who heard them. A brief summary of the thrust of the seminars is included in the introduction.

Index codes 3 5 16 12 7 82

584 Grotberg, Edith H., ed.; et al.
Office of Planning, Research, & Evaluation/OEO. Washington, D.C.
Designs and Proposal for Early Childhood Research: A New Look: Preschool Research and Preschool Educational Objectives; A Critique and a Proposal.
43p.
1971. ED053808

Longitudinal studies to clarify and validate objectives and standards of preschool education are advocated. Until the result of such research is available, studies of methods and processes have little practical or theoretical use. Preschool goals generally agreed upon by American educators are the promotion of the child's emotional and social development, and the improvement of mental processes and skills. Current strategies for further defining these goals include: (1) "bag of virtues" approach, which advocates that the child acquire self confidence, spontaneity, curiosity, self-discipline, and specific aptitudes and skills; (2) the class comparison strategy, which assumes a middle class superiority in attitudes, goals, and general life style; (3) the industrial psychology strategy, which says that in order to make it in the system, children must meet certain standards of language and skills, even though they are not termed "deprived" in terms of their own culture. In contrast, the cognitive-developmental approach, which is exemplified by Piagetian stage theory, is favored and is used in this paper to arrive at a strategy for the definition of education objectives. The child and his development, the use of longitudinal data, and some recent research demonstrating relationships between Piagetian stages of cognition and ego stages are also discussed.

Index codes 3 21 16 83

585 Grotberg, Edith H., ed.
Office of Economic Opportunity. Washington, D.C.
Day Care: Resources for Decisions.
494p.
1971. ED050307

The question of federal day care programs on a mass scale oriented toward influencing family life is discussed, and a number of issues concerning the behavioral and social effects of such a system are raised. This document is divided into six parts. Part I discusses the following: day care settings--social, cultural, and anthropological considerations. This part examines day care programs in Denmark, Czechoslovakia, and Israel. It expresses the need for diversity in American day care programs and concludes with a historical background of day care in America up to the present. Part II presents an overview of child development and day care programs, examines the social and emotional development of young children, cognitive and language development in day care programs, principles of behavior acquisition and modification, the roles of motivation in learning, and behavior technology applied to day care. Part III covers adult-child interaction and personalized day care, parent involvement in early education, and parent training programs and community involvement in day care. Part IV discusses program supports and explores such areas as health support in day care, the relation of malnutrition to early development, and social work and supplementary services. Part V covers staff training and delivery systems, and Part VI concludes with an evaluation of present day care centers.

Index codes 82 3 18

586 Grotberg, Edith H.
Program Evaluation: Some Broader Issues--Evaluation Without Numbers.
Paper presented at the American Psychological Association, New Orleans, September 3, 1974.
HS200141

This paper is a discussion of some of the problems involved in evaluating social programs such as Head Start.

Index codes 2 12 82

587 Grotberg, Edith H.
Administration for Children, Youth and Families.
Research: Translating Findings Into Action.
61p.
1978. HS200722

Research findings applicable to Head Start and other preschool programs are presented in a format which aligns findings, interpretations and specific activities. Material is divided into the three areas of problem solving, language, and self-concept. A brief bibliography is provided for each subject. Questions commonly asked by practitioners and parents concerning the conduct of sessions for the maximum benefit to each child are presented with research findings, interpretations and activities in the same format.

Index codes 2 9 84

588 Grotberg, Edith H.
ERIC Clearinghouse on Elementary and Early Childhood Education.
The Federal Role in Parenting.
16p.
1980. ED196514

This symposium paper discusses ways the federal government is and has been involved in parenting since the foundation of the nation. Included in this discussion are the federal role in funding research related to families and parenting; family research conducted by the Department of Health, Education and Welfare (DHEW); the National Institute of Education's (NIE) conference on Parents as Educators; the effect of the Head Start program on families; the historical involvement of the federal government in protecting the rights of parents to rear their children; public policy and parenting; and pending legislation affecting parenting. A detailed description of the Child Care Bill (1979) is also presented.

Index codes 3 7 81

Grotberg, Edith H.
For other entries by this author see Index of Co-authors.

589 Guthrie. P. D.; Horne, Eleanor V.
Educational Testing Service. Princeton, New Jersey.
Measures of Infant Development: An Annotated Bibliography.
24p.
1971. ED058326

Annotations of tests measuring motor development, cognitive growth, intelligence, mental health, social maturity, and concept attainment in infants from birth to 24 months of age are presented. Information is given concerning test purpose; intended groups; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Index codes 82 2 21 16

590 Guthrie, P. D.; Horne, Eleanor, V.
Educational Testing Service. Princeton, New Jersey.
School Readiness Measures: An Annotated Bibliography.
26p.
1971. ED056083

Brief annotations of currently available general school readiness measures are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the instruments which indicates the ages for which each is suitable is also included.

Index codes 83 2 21

591 Guthrie, P. D.; et al.
Educational Testing Service. Princeton, New Jersey.
Measures of Social Skills: An Annotated Bibliography.
28p.
1971. ED056085

Brief annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears.

Index codes 83 2 16 19

592 Gutierrez, Arturo.
Analysis and Comparison of the Lyndon Baines Johnson Education Papers and Head Start Research.
Dissertation Abstracts International, 1973, 33(9-A):4902.
HS200143

This report looks at the genesis and political development of Head Start. The task force reports on education and the research findings on Head Start.

Index codes 3 12 83

593 Hack, Cecilia.
The Effect of Individually Teacher-Administrated Diagnostic Tests and Test-Based Guidance Upon Head Start Pupils' School Readiness.
Dissertation Absracts International, 1973, 33(7-A):3436.
HS200144

The purpose of the study was to determine the effect of three different teacher administered language and perceptual-motor diagnostic tests and the use of information collected from these tests as a basis for individualizing curriculum activities.

Index codes 1 13 83

594 Haggerty, Robert J.
Research Issues in Child Health II: Some Medical and Economic Issues.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100826

An argument is presented for using Head Start as the basis for developing a program of delivery of comprehensive health care to all children and for establishing minimum quality and quantity standards throughout the nation. An economic flow type model of a community health system is described. The model balances patient needs, demands, resources, and services offered with utilization of health services. Controlled experiments could be performed within Head Start to answer questions about manpower innovations, medical needs, screening tests, health attitudes, prevalence data, and costs.

Index codes 82 3 5 12

Haiman, Peter E.
For other entries by this author see Index of Co-authors.

595 Hallahan, Daniel P.; et al.
Factorial Composition of the Short Form of the Stanford-Binet With Culturally Disadvantaged Head Start Children.
Psychological Reports, 1973, 32(3):1048-1050.
HS200145

This study reports a factor analysis of the 1960 revision of the Stanford-Binet, administered to 363 children (ages 3-5 years) who were culturally disadvantaged.

Index codes 2 24 82

596 Hallett, Elizabeth Gillette.
Edinboro State College. Edinboro, Pennsylvania.
A Study of the Educational Development of Former Randolph-East Mead Head Start Students. (Dissertation).
49p.
1972. HS200879

The purpose of this study was to determine the scholastic su of culturally disadvantaged students attending Head Start as corresponding control group. Four hypotheses were developed readiness test scores of Head Start alumni will not differ f culturally disadvantaged children not attending; (2) achieve of culturally disadvantaged students who have attended Head differ significantly from those of culturally disadvantaged attending; (3) school readiness test scores of one Head Star differ significantly from school readiness test scores of ot same program; and (4) achievement test scores of students wh one class in a Head Start program will not differ significan achievement test scores of students who have attended anothe same program. Instruments used to test the hypotheses were Test, the Peabody Picture Vocabulary Test, the Otis-Lennon T Ability, California Test of Mental Maturity, and the Iowa Ba Test. No significant differences existed between the mean s Experimental Group and Control Group A. The significant dif exist between Control Group B and the Experimental Group did hypotheses.

Index codes 82 1 21

597 Hambidge, K.
Zinc Nutrition of Preschool Children in the Denver Head Start Program.
American Journal of Clinical Nutrition, 1976, 29(7):734-738.
HS200146

This study was designed to evaluate the zinc nutritional status of 74 low-income preschool children enrolled in the Denver Head Start program.

Index codes 1 5 82

598 Hambidge, K. M.; Mertz, W.
U. S. Department of Agriculture. Beltsville, Maryland.
Human Requirement for Zinc: Effect of Zinc Supplements in Head Start Children.
HS200690

The objective of this study was to examine the effect of dietary zinc supplementation in Head Start children. Seventy-four (74) children from the Head Start program, aged 3-5 were selected on the basis of impaired growth rate. Their diets were supplemented either by a placebo or by zinc sulfate. The effect of supplementation was followed by measurement of zinc levels in hair, serum, and anthropometric measurements. After one year of additional supplementation, the double-blind code was broken and results evaluated. Eighty-five (85) pre-school children (39 girls, 46 boys) who were enrolled in the Denver Head Start program were included in this double-blind study. One half of the children were given a daily zinc supplement of 14 mg. zinc as zinc sulfate in 5 ml. of cherry flavored syrup. The remaining children recieved 5 ml. of the same syrup without added zinc. The mean daily height increment for the zinc supplemented children during the first six months of the study was 0.203 mm./day compared with 0.185 mm./day for the controls. Comparison of the male pairs revealed a significantly greater daily height increment for the zinc supplemented children compared with the controls. These differences, however, were no longer present at 9 and 12 months. There were no significant differences between test and control children with respect to changes in appetite (food intake) or hair zinc concentrations.

Index codes 1 5 81

Hammes, Richard.
Handal, Paul J.
For other entries by these authors see Index of Co-authors.

599 Handler, Ellen.
Organizational Factors and Educational Outcome: A Comparison of Two Types of Preschool Programs.
Education and Urban Society, 1972, 4:441-458.
HS200147

This study compares the educational effects of two types of preschool institutions. One of these is a Head Start center, a planned educational program. The other is a custodial program for children of working mothers.

Index codes 1 12 13 82

600
Handwriting, Exploration of Handwriting Skills With Head Start Children.
16p.
1966. ED011586

Recommendations are given for starting children on learning handwriting skills. From observations made of some 5-year-old children in Project Head Start, the author developed the described procedures "to get children writing legibly but not necessarily beautifully as soon as possible." Some of the subjects discussed were (1) best size of letters for children to make when starting to write, (2) teaching children not to start letters from the bottom of the writing space which causes some letters to be inverted such as "M" for "W", (3) use of finger tracing of letters to help children learn better forms and rhythm in letter formation, (4) a 6-day sequence for teaching letter formation, (5) a method for evaluating handwriting progress, (6) techniques for identifying the left- or right-handed child, and (7) samples of lessons, games, and activities that could be used in the first week of handwriting instruction. This material was developed as part of "Project Literacy," a basic research and curriculum-development program in areas of education relevant to the acquisition of literacy skills.

Index codes 1 13 22 23 81

Haney, Walt.
For other entries by this author see Index of Co-authors.

601 Harding, John.
New York State University. College of Home Economics. Ithaca, New York.
A Comparative Study of Various Project Head Start Programs.
40p.
1966. ED019987

A full-day, year-long, experimental nursery school program for poor children from the Ithaca, N. Y., area was conducted to obtain information on the operation of this type of preschool experience for three- and four-year-old children of poor families and to determine some of the effects of the program on the children. The children were tested with the Peabody Picture Vocabulary Test and the Stanford-Binet in October of 1965 and in April of 1966. The results showed a significant increase in the IQ scores of the children between the two testing periods. A follow-up study on 74 of the 77 Head Start children was done during their kindergarten year. During the second and seventh week of feach of the three summer programs, the children were tested for cognitive and social development. It was determined that cognitive development did not significantly change for children in any of the groups but social development improved slightly. The children in the follow-up study were tested twice during their kindergarten year. Also, a control group of 67 non-Head Start children in kindergarten were so tested. Both groups demonstrated significant increased in IQ, but there was no difference found between the scores of the Head Start and non-Head Start children. The mothers of the Head Start children in both groups were interviewed to obtain their opinions of the programs in which their children participated. Their opinions about Head Start were generally enthusiastic and positive. It was concluded that the success of these Head Start programs could be measured more in terms of pupil enjoyment and parental satsifaction than cognitive development.

Index codes 1 15 16 17 24 83

Hardy, Roy.
For other entries by this author see Index of Co-authors.

602 Haring, Norris, G.; et al.
Accelerating Appropriate Behaviors of Children in a Head Start Program.
Exceptional Children, 1969, 35(10):773-786.
HS100148

A demonstration classroom in a Head Start center for children demonstrating severe social, emotional and/or language deficits is described. Twelve Head Start children, referred because of inappropriate social behavior, received language and social discrimination activities. Behavior modification procedures were utilized and introduced to the regular Head Start teachers. The demonstration class teaching staff worked with the Head start teachers when the children returned to their home class and throughout a follow-up period.

Index codes 1 8 13 82

603 Harned, Barbara.
Relationships Among the Federally Sponsored Nursery Schools of the 1930's, the Federally Sponsored Day Care Program of the 1940's and Project Head Start.
Dissertation Abstracts International, 1969, 29(7-A):2101.
HS100149

In this study three federally sponsored programs for preschool chidren are examined with the intent of identifying any relationships among their purposes, mode of implementation, scope and results.

Index codes 1 12 20 83

604 Harris, Carolyn C.; Schnelle, Barbara E.
Dayton Board of Education Head Start Program. Dayton, Ohio.
Head Start Children - Kindergarten Readiness.
2p.
1981. HS200913

In 1978, the Dayton Board of Education was made a delegate agent for the delivery of pre-school experience for 360 Head Start children in Dayton, Ohio. Each child was assessed with the Bettye Caldwell Pre-School Inventory in September of each school year. They were given a post-test at the end of each year in May. The high scores recorded for children completing two years of the program in 1980 and 1981 indicated reasons for further study.

Index codes 82

605 Harris, Elizabeth; Stith, Marjorie.
Kansas State University. Manhattan, Kansas.
Opinions and Attitudes of Head Start Trainees Toward Poverty and Prejudice.
95p.
1971. ED055652

The purposes of this study were to determine opinions and attitudes of selected Head Start trainees toward poverty, prejudice and disadvantaged families, and whether attitudes differed among trainees. The 62 subjects were trainees (ranging in age from 19 to 69 years) who attended one of three 8-week training sessions conducted by the Department of Family and Child Development at Kansas State University in 1966. Data sources were an information checklist, and attitude scale, and opinions expressed in an essay and in informal group discussions. Study findings showed that the Head Start trainees' opinions about poverty, prejudice and disadvantaged families varied widely. Race, education and occupation appeared to be the most important indicators of these opinions and attitudes. This study points out the need for training staff personnel to understand and accept opinions and attitudes of trainees who participate in programs sponsored by the Office of Economic Opportunity. In order to effectively teach, the training personnel need to help trainees start where they are in the learning process.

Index codes 1 12 83

606

Hartford City Board of Education. Hartford, Connecticut.
Child Development - Headstart Program.
13p.
1973. ED086365

The Child Development-Head Start program of Hartford is described. Included is a statement of needs, program objectives, a description of the components (sites), and the evaluation plan. This Head Start program has special provisions for Spanish bilingual as well as handicapped children. Parent involvement is stressed. Results of the evaluation indicated gains in language development for the children in the program lasting through the end of kindergarten. Information gained from the parent questionnaire indicated that most parents had visited their child's school and/or worked with the teacher.

Index codes 1 23 83

607
Hartford Public Schools. Hartford, Connecticut.
Hartford Moves Ahead: An Evaluative Report. Headstart Child Development 1973-1974.
36p.
1974. ED105972

This evaluative report of a Head Start program discusses gains in academic achievement and social development of 248 preschool children as measured by standardized tests, parent questionnaires, and staff surveys. A pre- and post-administration of the Peabody Picture Vocabulary Test (PPVT) was used as a basis for the measurement of student gains (both an English and Spanish version were administered). A parent questionnaire and staff survey focused on: (1) the main target areas of pupil changes (conceptual and verbal skills, emotional and social development); and (2) the degree of parent involvement in the program. Based on the information collected and analyzed, the evaluation shows that the program has substantially met its stated goals: significant gains were made in language development and parents and staff members were highly supportive of the program. An independent, on-going longitudinal study of the program collaborates the results of this evaluative report and is contained in the appendix.

Index codes 1 15 21 25 83

608 Harvey, O. J.; et al.
Colorado University. Extension Division. Boulder, Colorado.
Teachers' Beliefs, Classroom Atmosphere and Student Behavior. Final Report.
74p.
1967. ED018249

This final report consists of 3 sections. Its concern is with the interaction of home and classroom environments on the achievement of lower socioeconomic level children who attended or were eligible to attend the 1965 Colorado Head Start Program. Section 1 replicates and elaborates a study on the existence of concrete and abstract belief systems in teachers and on how such belief systems effect classroom atmosphere. The same elements were investigated in this study in addition to the primary objective of observing the effect of the 2 belief systems on student performance. The hypothesis that the greater the abstractness of the teacher's belief system, the greater would be her resourcefulness, the less her dictatorialness and punitiveness, and the better the academic performance ofthe pupils was demonstrated. Section 2 is a family survey used to determine family attitudes and values which ere then analyzed to see if and how such attitudes related to the child's performance in Head Start and in public school. Section 3 presents the children's performance scores obtained during their attendance in public school at the primary level. The test materials were movie films of 13 brief situations relevant to some aspect of the child's behavior and on which he has asked to comment. The scores of these tests were then combined with the information from sections 1 and 2 to show the results of the interaction of the 3 variables of teacher, pupil, and parent on pupil performance.

Index codes 81 1 12 21 19 15

609 Haupt, R.; Potter, F.
Department of Health, Education and Welfare. Washington, D.C.
Head Start Program and Cost Data Analysis.
HS200689

The principal purpose of this project is to analyze data provided by the Head Start Program Information Report (PIR) to determine what relationships, if any, exist between program quality, characteristics and cost among local Head Start grantees. The data analysis will provide a more comprehensive and uniform description of local programs so that meaningful comparisons can be made for policy and programmatic decision making. In addition, since there are analytic questions which cannot be addressed solely on the basis of the PIR data base, it is also the purpose of this project to explore other secondary data bases to determine whether, and to what extent, needed information is available from other standardized Head Start reports (e.g., annual audit reports, self assessments by local grantees) for analyzing particular program and cost variables related to quality programs, and how such information can be systematically and periodically linked with the data provided through the PIR. The analysis will include the universe of Head Start programs covering a national network of over 1,200 public and private non-profit organizations. The final report will include recommendations for improving the PIR data base format, statistical analyses of cost variables among programs and other technical policy/program issues.

Index codes 1 12 81

610

Hawaii University. College of Education. Honolulu, Hawaii.
Head Start Evaluation and Research Center: Annual Report, 1966-67.
186p.
HS100444

The development of verbal abilities in Head Start children; the exploration of motivation to achieve in preschool children; comparison of families of children enrolled and not enrolled in Head Start; and the impact of the family as a primary group upon the child in a Head Start preschool are the subjects covered in this study conducted by the University of Hawaii's Evaluation and Research Center for Project Head Start. The appendices contain tabular data on the Head Start evaluation; data on individual items of the observer rating form for teachers and aides; outline, forms, and other material related to the Beginning Language Program; testing format for instrument measuring motivation to achieve in preschool children; survey form and responses for families of children eligible for Head Start classes; and data on families of Head Start and private preschool children, with related forms.

Index codes 1 23 16 15 82

611

Hawaii Univ. Educational Research and Development Center.
Honolulu, Hawaii.
Preliminary Evaluation of A Language Curriculum for Preschool Children. Final Report.
23p.
1967. ED021618

During the summer of 1967, a 1-week training program was conducted at the University of Hawaii in which seven teachers and six aides were instructed in the use of the Bereiter-Engelmann teaching strategy for language programs. The Bereiter-Engelmann approach involves concentration upon the development of language skills and facility with basic sentence usage. The teachers who participated in the summer training program were each then assigned a summer Head Start class. The 49 experimental pupils were administered an experimental language curriculum. A control group of 20 children received a more extensive but less intensive Bereiter-Engelmann language curriculum. A group of analog tasks was developed to complement the basic learning tasks of the experimental program. The analog tasks, as distinguished from the basic tasks, involved only nonverbal responses. The pupils of both conditions were administered the school readiness tasks as posttests. The results showed that on most tasks there was no significant difference between the performance of the experimental and control groups. Principal Author: Dorothy C. Adkins.

Index codes 1 13 23 26 81

612

Hawaii Univ. Educational Research and Development Center.
Honolulu, Hawaii.
Development of a Preschool Language-Oriented Curriculum With a Structured Parent Education Program. Final Report.
34p.
1968. ED028845

The objectives of this project were to test (1) a structured language-oriented curriculum, used for an academic year in Hawaiian Head Start classes, and (2) a parent education program. Teachers in eight experimental classes used semistructured language-strengthening activities along with structured lessons and were guided by supervisors. Eight control classes used other methods of language instruction. Audio and video tapes stimulated periodic teacher discussions, which led to continual revisions of the program. The parent program taught parents to work as aides through staff-parent meetings. The Illinois Test of Psycholinguistic Abilities, the Peabody Picture Vocabulary Test, and the School Readiness Tasks were used as pretests and posttests. Although the test results did not show impressive relationships, the enthusiastic reports by teachers and parents regarding the increased verbal ability of the children indicated a lack of appropriate instruments to measure verbal communication skills. A curriculum outline is included. Principal Author: Dorothy C. Adkins.

Index codes 1 13 23 15 26 83

613

Hawaii Univ. Educational Research and Development Center.
Honolulu, Hawaii.
Measurement of Motivation to Achieve in Preschool Children. Final Report.
37p.
1968. ED021617

A previous study was successful in designing an instrument to measure motivation which can be used with preschool children. The purpose of the present research was (1) to develop further the new instrument by giving it an initial trial on a substantial number of subjects, (2) to select and revise the test items on the basis of item analysis, and (3) to identify the factorial structure underlying the preschool children's responses. This study was conducted in Hawaii and involved 4- and 5-year-old children. Of the 182 subjects, 114 attended Head Start classes and 68 attended private preschools. The test instrument consisted of 200 items, each composed of a pair of figures and a short situational setting. The two figures in the item represented different responses to the situation. The child was told the situation and asked to choose the response he would make. Each response had a different motivational overtone. Thus, an evaluation of all of the child's responses provided an indication of his motivational structure. The item analysis of the data led to the elimination of 100 unnecessary items. The factorial structure was tentatively mapped, and data will be gathered to explore the validity of the instrument. Research is being planned to use this instrument to teach motivation to preschoolers.
Principal Author: Dorothy C. Adkins.

Index codes 2 16 26 81

614

Hawaii Univ. Educational Research and Development Center.
Honolulu, Hawaii.
Use of Non-Professional Personnel for Health Screening of Head Start Children. Final Report.
29p.
1968. ED029702

This study investigated the extent to which trained nonprofessional personnel under nursing supervision could effectively conduct health screening of Head Start children. Results of screening by nonprofessionals were compared with results of the traditional pediatric examinations. The nonprofessionals were trained by a pediatrician and a psychologist and used the following instruments to facilitate screening: parent interviews, physical observation forms, a revised Denver Developmental Screening Test, the Ammons Quick Test, and a revised Willoughby-Haggerty Behavior Rating Scale. There was a positive correlation between the results of pediatric examinations and those of the nonprofessionals. Their referrals for intellectual and developmental problems also reflected a low but positive correlation with those of psychologists. The correlation between pediatricians' and psychologists' referrals was even lower. These results suggest that with more training, nonprofessionals could be useful in health screening under proper supervision and thus provide a valuable service to areas short of medical and nursing personnel.
Principal Author: Angie Connor.

Index codes 1 5 12 26 81

615

Hawaii University. Honolulu, Hawaii.
Evaluation of an Interdisciplinary Approach to Prevention of Early School Failure. Follow-Up Study, Final Report.
51p.
1968. ED031295

Forty-two preschool children participated in this 2-year Head Start research project conducted at the University of Hawaii. The objectives of the overall project were (1) to focus interest on the need for early intervention with poorly-functioning preschool children with the intent to offer services of a preventive rather than remedial function; (2) to demonstrate the need for and value of an interdisciplinary approach to diagnosis and educational planning; and (3) to serve as a training function for prospective teachers and pediatric residents. Two other objectives were added for the second, or followup, year of the project: (1) assessment of the ability of the members of the original disciplinary team to predict success in school at the preschool level and (2) assessment of the progress of problem children who received the special education intervention. The objectives were successfully realized, and it was found that there was a need for more interdisciplinary services for children in Hawaii and a need for early identification of and educational and medical intervention with high-risk children.
Principal Author: George A. Fargo.

Index codes 1 21 13 26 81

616

Hawaii Univ. Educational Research and Development Center. Honolulu, Hawaii.
Preschool Mathematics Curriculum Project. Final Report.
28p.
1969. ED038168

The present project provided for the development of a detailed quantitative curriculum appropriate for use in Head Start classes, trial of the developed materials with preschool children in Hawaii, and preliminary assessment of the curriculum in comparison with a more spontaneous, informal quantitative classroom experience. Directions for tasks related to number and counting, geometry, dimension, prearithmetic operations, and symbols were prepared and revised throughout the school year 1968-69 and presented to 55 children in three experimental classes daily in 20-minute lessons. The tasks were then compiled into a teacher's manual. The geometric design, arithmetic, and block design subtests of the WPPSI; an experimental form of the Head Start arithmetic test; and two Piagetian conservation tasks were administered to the experimental subjects and 30 subjects in two comparison classes to measure mathematical knowledge and understanding. The mean scores on the WPPSI subtests for the experimental classes were all above the standardized norms and consistently higher than for the comparison classes. The differences were statistically significant on the classes. The differences were statistically significant on the geometric design and block design subtests. The net gain on the Head Start arithmetic test were also significantly greater for the experimental group than for the comparison group.
Principal Author: Dorothy C. Adkins.

Index codes 1 13 21 81

617

Hawaii Univ. Head Start Research and Evaluation Center. Honolulu, Hawaii.
Hawaii Head Start Evaluation--1968-69. Final Report.
192p.
1970. ED042511

The present study compared the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum (UHPLC) and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, P1, and one focusing on more general concepts of child development, p2); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance). Dependent measures included classroom observations, pre- and posttesting on a wide variety of tests, and interviews with mothers held at the beginning and end of the program. The sample consisted of eight Head Start classes. Among the major results of the study was the significantly superior performance of UHPLC children compared to children in the enrichment classes on many of the tests, including the Stanford-Binet, the Preschool Inventory, and subtests of the Illinois Test of Psycholinguistic Abilities. The classroom atmosphere, as measured by the Post Observation Teacher Rating Scales, was significantly better in UHPLC classes. Mothers active in parent programs showed improved attitudes towards children's education and increased tolerance towards children's chosen companions.
Principal Authors: Dorothy C. Adkins; Hannah Herman.

Index codes 1 13 15 24 26 82 2 3 5

618

Hawaii Univ. Head Start Research and Evaluation Center. Honolulu, Hawaii.
Hawaii Head Start Evaluation Follow-Up--1968-69. Final Report.
47p.
1970. ED042515

This study compared the performance of kindergarten children who had participated in a full-year Head Start program (FYHS) with that of children who had attended Summer Head Start (SHS). FYHS subjects at each of two elementary schools were selected at random from eligible applicants. SHS comparison groups were made up primarily of children from the same initial lists of subjects. On a group of measures administered about 8 months after completion of the Head Start programs, no significant differences were shown between FHYS and SHS children, or between the two elementary school groups. SHS children, however, earned significantly higher IQ scores at the end of kindergarten than they had early in Head Start, and FYHS children showed a significant progressive increase in IQ over a 2-year period covering Head Start and kindergarten. This continuous increase in IQ is noteworthy, since previous studies have found a leveling-off effect following an initial gain in Head Start. It is recommended that follow-up studies concentrate on the long-range effects of FYHS programs with defined curricula focused on cognitive development.
Principal Authors: Hannah Herman; Dorothy C. Adkins.

Index codes 1 11 24 26 82

619

Hawaii Univ. Educational Research and Development Center. Honolulu, Hawaii.
Iterative Research in Curriculum Development: A Preschool Language Module. A Section of the Final Report for 1969-70.
12p.
1970. ED055483

The child in a bilingual or bidialectal situation must increase his skills so that he may function successfully in a wider variety of situations and know how and when to use both language codes. The curriculum described here, used in Head Start classes, is a carefully programmed, very detailed presentation of syntactic patterns that appear with high frequency in the standard dialects of American English. Details of the classroom techniques are provided in this report as are the results observed from tests administered to young children under the new curriculum and to those under other nursery school programs. The various tests and their particular results are discussed. A list of references is given. For additional information; see ED 048 924.
Principal Author: Dorothy C. Adkins.

Index codes 1 13 23 25 81

620

Hawaii Univ. Education Research and Development Center. Honolulu, Hawaii.
Programs of Head Start Parent Involvement in Hawaii. A Section of the Final Report for 1969-70.
13p.
1971. ED048935

Presents the evolution of participation programs for Head Start parents which were conducted by the University of Hawaii Center for Research in Early Childhood Education from 1967-1968 through 1970. Each year's shifting emphasis was based on experience with programs tried earlier, on shifting interests of staff and particular communities involved in other aspects of the year's research program, and on aspects of the overall research design of that year. Programs of group meetings and individual home visits were explored. Various types of parent participation programs in conjunction with curricular modules in the cognitive and motivational realms were assessed. The major conclusion is that broad generalization is not possible from small and short term attempts to alter parental attitudes and practices. Parent programs may not be the most effective way to improve cognitive abilities and behavior of preschool children.
Principal Author: Dorothy C. Adkins.

Index codes 3 13 15 21 25 81

621

Hawaii Univ. Education Research and Development Center. Honolulu, Hawaii.
Continuation of Programmatic Research on Curricular Modules for Early Childhood Education and Parent Participation. Final Report.
150p.
1971. ED059793

Four projects, conducted as part of an ongoing programmatic research effort to develop and evaluate curricular modules for Head Start classes, are presented. Project A was an attempt to identify the effectiveness of an intervention approach that involved the introduction into two classes of curricula in language, mathematics, motivation, and parent involvement. The analysis of the combined curriculum effects on motivation suggested that the procedures used to evaluate the results may need to be supplemented in future intervention attempts by a more precise and more curriculum-related approach. The specific purpose of Project B was to introduce the motivation curriculum into three classes and to provide evidence for its further and more comprehensive refinement. An evaluation of the direct effects of the curriculum on motivational variables again suggested the advisability of supplementing future evaluations with a more exacting and curriculum-related approach. In Project C, an experimental version of a music curriculum for Head Start children was introduced inot two classes by itself and into two classes in combination with a physical activities curriculum. An experimental test of music achievement did not reflect the effects of the curriculum relative to a control group. Project D consisted of the development and presentation of an experimental physical activities curriculum by itself in two classes and with the music curriculum. Results were inconclusive.
Principal Authors: Dorothy C. Adkins; J. Michael O'Malley.

Index codes 81 1 5 13 15 16

622

Hawaii University. Head Start Research and Evaluation Center. Honolulu, Hawaii.
A Comparative Analysis of Day Care Licensing Standards.
190p.
1974. ED114196

This report focuses on the major similarities and differences of three sets of day care licensing standards (model, state, and federal) in order to provide an information base for isolating the problems, concerns, and issues involved in day care licensing. Sets of standards compared are: (1) "OCD Guides for Day Care Licensing", 1973 (model); (2) "Rules and Regulations Governing Group Day Care Centers" and "Rules and Regulations Governing Family Day Care Homes" used by the state of Hawaii since 1966; and (3) "Federal Interagency Day Care Requirements" (1968). Part 1 lists major issues and concerns (in question form) grouped under these major headings: (1) the act itself (title, purpose, and definition of terms), including application, development, and enforcement of rules and regulations; (2) administration, program, staffing, and parent participation requirements; (3) health and sanitation requirements; and (4) fire and safety requirements. A brief summary is included. Part 2 (comprising three-quarters of the report) contains four charts grouped under the same headings. The charts present the provisions of each set of standards so that specific regulations may be compared across standards. Summaries follow each chart.

Index codes 1 18 12 81

623 Hawn, Horace C.; et al.
Differences in Mathematics Achievement Between Males and Females in Grades 1-3.
Paper presented at the Annual Meeting of the Eastern Educational Research Association. Philadelphia, Pennsylvania, March 14, 1981. 19p.
ED209094

This investigation was undertaken to compare males and females on their performance on standardized mathematics achievement tests during primary grades. The achievement of more than 3,000 children in grades one through three was measured in the five school districts in which the University of Georgia Follow-Through Program was implemented. The 1978 Metropolitan Achievement Test (MAT), Form JS survey battery was administered to all Follow-Through pupils on a fall (pre-test) and spring (post-test) basis for the 1978-79 and 1979-80 school years. The results of the analyses of the mathematics achievement data indicated several possibilities which seem to warrant further research. Among the hypothetical postulates generated were (1) during grades one and two, females from disadvantaged populations scored higher than males in numerical operations and concepts as reflected in the standardized tests; (2) summer loss in mathematics achievement may be attributed to environmental factors in the disadvantaged children's communities; and (3) understanding of mathematical operations and concepts is a function of cognitive development in young children.

Index codes 1 24 10 81

624 Hayes, William A.; et al.
The Urban Institute for Human Services, Inc. San Francisco, California.
Summary of Fall 1980 Data Analysis: The Child and Family Mental Health Evaluation Project.
157p.
1981. HS200002

A part of the Child and Family Mental Health Evaluation Project is to assess the effects of the Child and Family Mental Health Program on the social competence of children in Head Start and to evaluate the delivery of rimary prevention mental health services for preschool children. This report provides preliminary analysis of data collected in Fall 1980. The evaluation project created a set of procedures that describes the process of implementing the preventive-ecological approach as well as evaluates the impact of implementing primary prevention programs. Because changes in the environment are important to the behavior of children, an effort was made to acquire information on settings in which the children function, such as the classroom and home environments. Interview schedules, questionnaries, and rating scales were used to obtain descriptive, comparative, and evaluative data on grantee agencies, Head Start personnel, their duties and responsibilities, qualifications of key personnel, relationships with community agencies, and program activities. The Appendices contain process data and impact data tables.

Index codes 1 16 5 82

Hayes, William A.
Hayweiser, Lois.
For other entries by these authors see Index of Co-authors.

625

Head Start: Ten Years Old and Planning Experiments.
New York Times, June 8, 1975, p.40, Col. 4.
HS200157

This article is a survey of the achievements and failures of Project Head Start as it enters its second decade. Its major accomplishment is seen as the raising of public consciousness about the potentials of programs directed to preschoolers.

Index codes 3 12 81

626

Head Start at 15.
Children Today, 1980, 9(2):9-11.
EJ230756

This article provides an overview of 15 years of accomplishments.

Index codes 3 20 81

627

Head Start in Corpus Christi.
Instructor, 1969, 79(4):53.
EJ011943

This article analyzes the reaction of 53 medical students to their work experience in 3 poverty areas of California during the Summer of 1967. They and 50 students from other professional schools were placed by the Student Health Organization in dental, community, and Planned Parenthood clinics, county hospitals, school districts, and Head Start programs.

Index codes 1 12 81

628

Head Start Newsletter, September/October 1978.
8p.
HS200537

This issue of the Head Start Newsletter reports on the following: 1) Congress' increase of $150 million in Head Start appropriations, 2) a possible change in the formula regulating the distribution of Head Start funds among the states, 3) a new Head Start Parent Education Program, 4) the growth in the number of registered Child Development Associates (CDA's), 5) Head Start's plans for the celebration of the International Year of the Child, 6) the citing of Head Start materials as "sexist" by an office of education advisory group, and 7) the availability of new Head Start publications.

Index codes 1 12 14 82

629

Head Start Parents Form National Unit as HEW Advisers.
New York Times, November 25, 1970, p.23.
HS200152

Parents from an ad hoc National Head Start committee announce formulation of a board to advise the Office of Child Development and HEW.

Index codes 3 12 15 81

630 Head Start Plus.
The New Republic, September 1971, p.10.
HS200153
This article suggests that children of retarded mothers would benefit from extending the coverage of Head Start downward so as to provide an alternative educational environment for these children beginning at an earlier age.

Index codes 3 8 82

Helge, Swen.
For other entries by this author see Index of Co-authors.

631 Hellmuth, Jerome, ed.
Disadvantaged Child. Volume 1.
New York: Brunner/Mazel; 1967. 499p.
ED029054
The first volume of a collection contains 19 articles on the disadvantaged child. There are chapters on child rearing patterns, mental retardation, schools serving disadvantaged students, Northern urban education, adjustment problems, and assessment of potential. Also included are papers dealing with education and/or compensatory programs, teacher preparation, preschool enrichment, developmental and psychodynamic concepts, reading retardation, cognitive development, and language acquisition. The final chapter consists of selected references to the literature on disadvantaged students.

Index codes 99 81

632 Hellmuth, Jerome, ed.
Disadvantaged Child. Volume 2: Head Start and Early Intervention.
New York: Brunner/Mazel; 1968. 621p.
1968. ED029065
The second volume of "The Disadvantaged Child" is devoted to project Head Start and to early childhood in general. The 20 chapters discuss genetic and environmental theories relevant to educational practice, problems of educational assessment, the relation of health and nutrition to development and learning, language development, and methodological concerns in evaluating Head Start. Also included are descriptions of various Head Start programs, reports of promising trends, and discussions of teaching materials and controlled environments. An introduction offers an interpretative perspective of the contents of the volume.

Index codes 99 82

633 Hellmuth, Jerome, ed.
Disadvantaged Child. Volume 3, Compensatory Education: A National Debate.
New York: Brunner/Mazel; 1970. 473p.
ED044470
This volume of the "Disadvantaged Child" Series presents papers on all aspects of the compensatory education debate, written in large part by many of the educators who played leading roles in this program. Part I provides a comprehensive overall picture of the program. Part II discusses culture-fair testing, "Jensenism" and intelligence, and the significance of IQ testing and of the study of race differences. The final part deals with such problems as educating inner-city children and populations with differential characteristics, modificaion of cognitive skills, instructional techniques, and major programs geared to the needs of the disadvantaged child.

Index codes 99 82

Henderson, Ronald W.
For other entries by this author see Index of Co-authors.

634 Henkin, Carole.
Preschool Education for the Rural Disadvantaged: A Study of Head Start in Elmore and Coosa Counties, Alabama.
Dissertation Abstracts International, 1973, 34(5-A):2212.
HS200158

This thesis analyzed and appraised a pre-school program for disadvantaged children in a rural setting, by means of a longitudinal study. The Head Start program was examined: (1) by studying the present organization; (2) by investigating the socio-economic background characteristics of participants through examination of familial data; (3) by interviewing teachers and other personnel; and (4) by identifying physical and environmental needs of the program.

Index codes 1 6 12 83

635 Herbert, David.
The Relative Effectiveness of Project Head Start to Prepare Children to Enter First Grade.
Dissertation Abstracts International, 1969, 29(10-A):3419.
HS100160

This dissertation investigates the effectiveness of Project Head Start on the academic involvement, intellectual maturity, and social adaptability of first and second graders.

Index codes 1 21 16 83

636 Herink, Nancy.
The Relationship Between Selected Teacher Behavior and the Social Interaction of Mentally Retarded Pupils Mainstreamed Into Head Start Centers.
Dissertation Abstracts International, 1979, 40(4):2000-A.
HS200627

The relationship between teacher behaviors and the social interactions of mentally retarded pupils and their nonretarded classmates was examined in Head Start classrooms. Relative to their nonretarded peers, retarded pupils had fewer peer interactions but more positive interactions and showed fewer initiations, responses, and verbalizations. However, retarded children had more social interactions with their teachers than their classmates, both relatively and absolutely. It appeared that the more social interactions these children had with their teachers, the fewer they had with peers. Nonretarded pupils had three times as many verbal as nonverbal interactions, while the retarded children showed no difference between verbal and nonverbal interactions. While teachers primed retarded pupils more than nonretarded pupils, this priming did not have a positive relationship to overall social interactions of the retarded pupils. Teachers with higher expectations of mainstreaming mentally retarded pupils interacted with them more frequently and more positively.

Index codes 1 19 8 81

Herman, Hannah.
For other entries by this author see Index of Co-authors.

637 Herman, Steven H.; Tramontana, Joseph.
Instructions and Group Versus Individual Reinforcement in Modifying Disruptive Group Behavior.
Journal of Applied Behavior Analysis, 1971, 4(2):113-119.
HS200162

In this study Head Start children were matched into two groups on the basis of rates of disruptive behavior during rest periods. Attempts were made to modify their behavior using either individual or group token reinforcement procedures.

Index codes 1 13 19 83

638 Hertz, Thomas W.
Office of the Assistant Secretary for Planning and Evaluation (DHEW).
The Impact of Federal Early Childhood Programs on Children.
110p.
1977. ED142323

This paper reviews research findings concerning the effects on young children of major Federal programs in education and child care. It offers a summary rather than a detailed view of research on the impact of programs, and is based primarily on major program evaluation reports and research reviews. In addition, it draws upon a small number of individual articles and studies which provide supplementary evidence regarding the effects of intervention on children. The major programs examined are Head Start, Parent-Child Centers, Home Start, Follow Through, the Handicapped Children's Early Childhood Education Program, "Sesame Street," and "The Electric Company". The paper also examines the impact of day care experiences on young children, drawing on several recent reviews of research on day care (in general, not as part of a Federal program), prepared for the Office of the Assistant Secretary for Planning and Evaluation. Each section discusses a topic in relation to specific programs. Sections cover: short term and long term effects on children's cognitive and affective development; short and long term effects on non-cognitive outcome measures (socioemotional development, family change, community change); the effectiveness of curricula and treatment structure; assessment of program implementation; effects of parent involvement; effects of programs on children with different characteristics; and timing of intervention.

Index codes 1 18 11 21 16 6 7 12 15 82

Hervey, Sarah D.
For other entries by this author see Index of Co-authors.

639 Hess, Robert D.
Parental Behavior and Children's School Achievement: Implications for Head Start.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100823

The first part of this presentation summarizes the studies done on the attitudes, values, and exchanges of behavior between family members and children that promote cognitive growth, scholastic achievement, and educability. Data are presented from a study of maternal cognitive environments and maternal teaching styles of Negro mothers in Chicago and from a follow-up study of the children's performance during their first two years of school. The second part of the paper focuses on socialization. Linkages between social structure and individual behavior are discussed by listing features of the lower class urban Negro's environment, and the effects of this environment on his behavior, and by outlining several implicit models of deprivation and its presumed impact on individual cognitive behavior. Also reviewed are current ideas about the processes linking social structure to child-rearing practices. Program planning should take into consideration possible unintended long-term consequences of intervention programs designed to alter the relationship and interaction between parents and children.

Index codes 82 1 21 16

640 Hess, Robert D.
Effectiveness of Home-Based Early Education Programs.
Paper presented at the 84th Annual Convention of the American Psychological Association, Washington, D.C., September 3, 1976.
HS200163

This paper focuses on the question, do parent training programs have an impact upon children's cognitive development and school achievement and are some programs more effective than others?

Index codes 1 15 21 83

Hess, Robert D.
For other entries by this author see Index of Co-authors.

641
HEW. Washington, D.C.
An Evaluative Study of Department of Health, Education and Welfare Services to Ethnic Minorities. Phase 1. Final Report.
228p.
1972. ED134640

This is the final report on the first phase of a two phase comprehensive study of the delivery of Department of Health, Education and Welfare (DHEW) services to ethnic minorities. Phase one of the study was concerned with the extent to which services were delivered to Asian Americans, American Indians, and Spanish speaking people. The study sample included six states: Arizona, California, Colorado, Illinois, New York, and Oklahoma. This report presents a summary of an eight volume report. It presents profiles on Mexican Americans, Puerto Ricans, Asian Americans (Chinese, Japanese, Pilipinos, Koreans, and Samoans) and American Indians, living on and off reservations. These profiles emphasize three points: That all of the ethnic minority groups have serious needs and problems with their health, education and welfare; that because each ethnic group is unique, services must be delivered to each group in an individualized and culturally sensitive manner; that each of the communities studied had serious complaints about the availability and method of delivery of services, as well as about the lack of cultural sensitivity and ethnic minority staff in DHEW-funded programs at the local level. Summaries of in-depth studies of nine DHEW programs are presented. These programs are: Hill-Burton program, Medicare, maternal and child health services, community health centers, vocational education, bilingual education, educationally deprived children Title I, ESEA, Rehabilitation Services Administration, Head Start.

Index codes 1 26 20 25 81

642

HEW Audit Agency (DHEW). Washington, D.C.
Review of the Administration of the Head Start Program, Office of Child Development, Office of the Assistant Secretary for Human Development.
29p.
1975. HS200776

This report presents findings and recommendations aimed at improving the administration of the Head Start program by the Office of Child Development. It is based on a review of program administration at the Office of Human Development (OHD) central office, six regional offices, and 23 Head Start grantees. The Audit Agency recommended that OCD develop a mechanism to routinely gather and analyze data on Head Start children. The audit group also found that improvements were needed in the following functions: 1) the role of community representatives in the service delivery system, 2) resolution and followup on CPA audit findings, 3) grantee compliance with cost sharing requirements, and 4) accountability for property purchased with program funds.

Index codes 3 12 14 84

643

HEW Evaluation Documentation Center. Washington, D.C.
Compendium of HEW Evaluation Studies. 2nd ed.
693p.
1980. HS200766

This document contains bibliographic information and abstracts of evaluation reports contracted by HEW. Reports evaluating Head Start programs are listed under the Office of Human Development Services, Administration for Children, Youth and Families.

Index codes 3 12 20 82

644

HEW Region III, Washington, D.C.
Head Start Assessment. Executive Summary.
23p.
1977. HS200577

Highlights of the observations and finding of the Head Start service delivery assessment team are itemized. Project Head Start is briefly described along with the assessment approach, sample, report organization and analytical framework of the study. Subsequent chapters given an overview of achievements and areas needing improvement; findings in the areas of recruitment, eligibility, staffing, education, health, nutrition, social services, parent involvement, community role and program management; and the development and implementation of Head Start performance indicators.

Index codes 82 1 12 21 5 15 6

645
HEW Region III. Washington, D.C.
Head Start Assessment.
90p.
1977. HS200476

The impact of Head Start programs is assessed based on interviews with over 1,000 persons involved in the programs, including staff and parents. Results are broken down into sections covering: recruitment, eligibility and enrollment; staffing; basic services in the areas of education, health, nutrition, social services, and component coordination; parent involvement; community role; and program management. A section on analytical issues and policy considerations identifies problem areas which need further attention. A final section covers the development of Head Start performance indicators and presents a preliminary set of indicators with recommendations for their use. Appendices show sites visited in the study and quantitative data on types of agencies involved in Head Start, enrollment, funding, facilities and staff, compliance with program standards, costs per child, child to staff ratios and cost per staff.

Index codes 84 1 12 15 7 14 20

Hewett, Kathryn D.
For other entries by this author see Index of Co-authors.

646 Heyerick, Jeanne.
An Evaluation of the Inclusion of Children Labeled Developmentally Delayed in Selected Head Start Programs.
Dissertation Abstracts International, 1976, 36(11):7339-A.
HS200593

The inclusion of the child labeled as developmentally delayed in selected Head Start preschool programs was studied by pretesting and posttesting 25 such children on the Head Start Developmental Test and the Schaefer Behavior Inventory. Findings indicated that the children demonstrated growth after 6 months in the programs and exhibited greater growth rate than matched age-mates as measured by the Head Start Scale, who continued to perform at expected rates. Both delayed and matched age-mates performed within normal levels on the Schaefer Scale, suggesting that the delayed child exhibits behavior indicative of school readiness. On the posttest, only 8 of the 25 SS continued to be identified as developmentally delayed, and all children demonstrated growth at posttest. Based on posttest performance, the validity and appropriateness of the two test instruments in initially identifying a child as developmentally delayed is questioned. It is concluded that such children who may in fact be developmentally delayed and/or whose pretest performance is at that level do benefit from inclusion in the Head Start program.

Index codes 1 8 19 81

647 Hick, Thomas L.; Irvine, David J.; et al.
The State Education Department. Albany, New York.
Effects of Parent Involvement in A Pre-kindergarten Program on Children's Cognitive Performance.
41p.
1979. HS200906

The New York State Experimental Prekindergarten Program, which served approximately 5,000 4-year old children, was examined in this study. The effects of parent involvement on three kinds of cognitive development were studied. The three dimensions of cognitive developmemt tested were (a) general reasoning, measured by the Walker Readiness Test of Disadvantaged Children; (b) school-related knowledge and skills, measured by the Cooperative Preschool Inventory and (c) knowledge of verbal concepts, measured by the Peabody Picture Vocabulary Test. The analysis showed that parent involvement had a favorable and significant effect in each of the three areas.

Index codes 82

648 Hickey, Tom.
Bilingualism and the Measurement of Intelligence and Verbal Learning Ability.
Exceptional Children, September, 1972:24-28.
HS200815

This study analyzed some of the problems of measuring intelligence and verbal learning ability among Mexican-American preschoolers. These bilingual children encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test. Structural and idiomatic differences between the English and Spanish languages were thought to be the source of the difficulty. The study emphasized the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning handicap.

Index codes 2 21 25 82

649 Hicks, Frances Y.
Attitudes Toward Reading, Perceptions of Reading, and Reading Environments of First Grade Follow Through Children From One Florida Model Project.
Dissertation Abstracts International, 1977, 38(5-A):2368-3269.
HS200648

The purpose of this study was to investigate attitudes toward reading, perceptions of reading, and reading environments of first grade Follow Through children from one Florida model project and to identify relationships these variables have with reading achievement and sex of the children. The most important findings were as follows: The children were positive in their attitudes toward reading. Most of the children expressed their perceptions of reading in terms of a decoding process giving no indication that reading involves meaning. The children identified an unusually large number of places, people, and materials in reference to their reading environments. The children relied on their mothers far more than other family members to read to them at home and reading was a routine and important activity. In school, the children identified reading with the classroom and reading instruction. One-third of the children had never visited the school's library and the majority had never visited a public library or bookmobile.

Index codes 81 1 10 22

650

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Program: Information System National Manual. Reports, Records, and Instructions.
1972. HS200782

This manual provides 10 ea/Home Start programs with information on how to keep records and generate required reports to the National Home Start Office. Data are collected on family and staff characteristics as well as referrals and finances.
In conjunction with: Abt Associates, Inc.

Index codes 82 2 9

651

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report I.
214p.
1972. ED069439

An overview of the history, and current stage of development of Home Start at the national and local level is presented. Section I contains six basic areas of information. Home Start Goals and Objectives presents the national and local program goals and objectives as articulated to the Evaluation staff by OCD Headquarters and Regional Staff and the 15 Home Start Programs. A brief summary of each of the 15 programs is presented in Part B. Local demographic information is aggregated nationally for staff and families and presented individually in Part C. A summary of the Information System being developed is found in Part D. Part E covers the recruitment of families and community interviewers for the nine programs involved in the Summative Evaluation and a description of the May and October field procedures. Part F is a detailed description of the history and start up operation of the National Home Start Program.
In conjunction with: Abt Associates, Inc.

Index codes 1 9 12 20 84

652

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report IA. (Case Studies).
298p.
1972. ED069440

Case studies of seven Home Start programs are given as the third section of an evaluation study. Communities involved are Huntsville, Alabama; Fairbanks, Alaska; Fort Defiance, Arizona; Dardanelle, Arkansas; Wichita, Kansas; Gloucester, Massachusetts; and Reno, Nevada. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations.
In conjunction with: Abt Associates, Inc.

Index codes 1 9 12 7 15 21 82

653

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report IB (Case Studies).
346p.
1972. ED069441

Case studies of eight Home Start programs are given as the third section of an evaluation study. Communities involved are Binghamton, New York; Franklin, North Carolina; Cleveland, Ohio; Harrogate, Tennessee; Houston, Texas; Weslaco, Texas; Millville, Utah; Parkersburg, West Virginia. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations.
In conjunction with: Abt Associates, Inc.

Index codes 1 9 12 7 15 21 82

654

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report II: Program Analysis. Revised Draft.
70p.
1973. ED091074

This document is the second in a series of evaluative reports directed to evaluation needs of Home Start planners and administrators. It focuses on implementation data about programs gathered during local site visits conducted in the spring and fall of 1972. The two basic evaluative questions asked are: (1) What was Home Start intended by its planners to be? and (2) How closely have the plans been realized at the end of the first nine months? Part I of the report examines initial planning documents, including minutes from earlier planning meetings, the "Home Start Guidelines," the "Evaluation Work Statement," and the 16 project proposals, in order to identify basic features of the new program. Documents are compared for consistency; in some areas they were found to say conflicting things, but on the whole, a clear model of the program emerges. Part II examines three types of implementation data, including: (1) statistics about families, staff, project characteristics, and costs; (2) narrative descriptions of project organization and activities, using site visit teams; and (3) parent and child entering characteristics, based on standardized tests, questionnaires, and rating scales. Areas of strength and concern for the planning and implementation of Home Start are outlined.
In conjunction with: Abt Associates, Inc.
Principal Author: Dennis Deloria.

Index codes 1 9 12 20 14 84

655

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Interim Report II. Appendices.
1973. HS200471

The appendices to the Home Start Interim report contain 15 program summarizes; sample test used in recruiting local personnel; test battery and other instruments (pilot summative evaluation) which include the 1968 experimental edition of Pre-school Inventory Test, Denver Developmental Screening Test, Schaeffer Behavior Inventory, Home Start parent interview, 8-block sort task, High/Scope home environment scale, child food intake questionnaire, weight and height, and pupil observation checklist; weekly time and travel log for community interviewers and instructions; community interviewer questionnaire; preliminary roster, final roster, and letter to parents; 8-block task audio score form; and results of the initial parent interviews conducted in the initial phase of the Home Start evaluation.

Index codes 1 9 82

656

High/Scope Educational Research Foundation. Ypsilanti, Michigan. National Home Start Evaluation. Interim Report II: Summative Evaluation Results.
209p.
1973. ED085398

Summative evaluation data from nine of the fifteen Home Start sites is presented. The purposes of this pilot summative evaluation were to assess the Fall 1972 measurement battery and field data collection procedures, to identify entering population characteristics so minimum useable sample sizes could be computed for the Fall 1973 data collection, and to determine preliminary relationships between children's performance and different aspects of their home environment. Data quality is discussed and item analyses and factor scores on nine instruments used in the measurement battery are presented along with recommended changes in the measurement battery for the final summative evaluation.
In conjunction with: Abt Associates, Inc.
Principal Author: Dennis Deloria.

Index codes 1 9 7 21 84

657

High/Scope Educational Research Foundation. Ypsilanti, Michigan. National Home Start Evaluation Study. Interim Case Studies IIA.
343p.
1972. ED091081

This formative evaluation study of Home Start uses a case study approach. A brief case study focuses on the administrative structure and staff resources and responsibilities of National Home Start. Also included are reports on seven local programs developed after two field visits had been made to each program. In the first visit, objectives chosen by the program staff were identified. During the later site visit, program staff were asked to describe successes and/or failures in reaching preliminary goals, to define those goals, and to describe the working relationship between program objectives and actual services provided for enrolled families. Each case study includes general information regarding program type, sponsors, admission criteria, start-up date, and hours of operation. Specific descriptive data on enrollment, characteristics of the families involved, staff, and funding is included. Most of the report's information is relayed in the following discussion sections: (1) Progress Report, (2) Administration and Training, (3) Parent Participation, and (4) Family Needs and Program Services.
In conjunction with: Abt Associates, Inc.
Principal Author: Robert Fein.

Index codes 1 9 12 20 15 7 83

658

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report IIB. Case Studies.
360p.
1972. ED092225

The eight interim case study summaries included in this booklet are part of "Report II" of the Home Start Evaluation Study." Each case study was developed after field visits to each of the demonstration programs by case study workers from the evaluation agencies. The summaries are divided into six areas: (1) a statistical description of the program site, (2) progress report, (3) administration and staff training, (4) parent participation, (5) family needs and program services, and (6) appendices with sample Project Home Start record forms. An effort has been made by the field staff in these reports to specifically describe the working relationship between program goals and objectives as developed by each local unit, compared with the services actually provided to families.
In conjunction with: Abt Associates, Inc.

Index codes 83 1 12 15 20

659

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report III: Program Analysis.
199p.
1973. ED092226

This Home Start report centers its attention on three areas: how actual home visits are being conducted, how projects are spending grant money from a cost analysis point of view, and whether any tentative statement on program effectiveness can be made based upon an analysis of pre-post test data. The seven sections of the report are: (1) Demographies, (2) The Ideal Home Visitor and the Ideal Home Visit, (3) The Actual Home Visitor, (4) The Actual Home Visit, (5) Cost Analysis of Grant Expenditures and Levered Resources, with Addenda on Referrals, (6) Aides and Deterrents to the Meeting of First Year Local Objectives, and (7) Conclusions and Recommendations for Program Improvement. Highlighted in the report is the importance of making the Home Start parent a primary interactor during home visits. Appendices comprise half the report.
In conjunction with: Abt Associates, Inc.
Principal Author: Peter Fellenz.

Index codes 1 9 14 13 12 84

660

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report III: Evaluation Plan 1973-74.
46p.
1973. ED092227

This evaluation plan outlines the essential features of Home Start Evaluation activities scheduled for the twelve months beginning Fall 1973. Data will be collected in an effort to answer the following four questions: (1) Are Home Start program guidelines being followed in the kinds of families and staff involved? (2) Do families in Home Start for one year achieve greater progress toward program objectives than similar families not in Home Start? (3) Do Home Start children achieve the same developmental gains as Head Start children, and (4) What are the costs associated with Home Start and Head Start program operations? In addition to the quantitative data needed, qualitative data will be collected to describe the organization and activities of each of the sixteen Home Start projects.
In conjunction with: Abt Associates, Inc.

Index codes 1 7 9 12 14 84

661

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report III Case Study Summaries.
208p.
1973. ED092228

The fourteen case study summaries included in this booklet are part of "Interim Report III" of the "Home Start Evaluation Study." Each case study was developed after field visits to each of the demonstration programs by case study workers from the evaluation agencies. The summaries are divided into seven parts: (1) a statistical description of the program site, (2) home visiting procedures, (3) history of the projects, (4) program organization, (5) educational, health, psychological, and social program services, (6) problem issues, and (7) views of the program. An effort has been made in these reports to give the outside observer an accurate account of the day to day operation of individual project sites.
In conjunction with: Abt Associates, Inc.
Principal Editor: Chris H. Jerome.

Index codes 1 12 9 20 84

662
High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report III:
Summative Evaluation Results.
249p.
1973. ED092229

This report presents data collected in six of the 16 Home Start sites in operation in the spring of 1973. The major task of the pilot summative evaluation was to try out the measurement battery so necessary modifications could be completed before beginning the actual evaluation in fall 1973. Another purpose was to train a capable field staff and develop quality methods for gathering the data. This report and the supporting statistical analyses undertake three tasks: (1) To assess the spring 1973 measurement battery and field data collection procedures, and to compare them with the fall 1972 battery and procedures to see if progress has been made on problems identified in "Interim Report II." (2) To identify changes in items and whole scores that have occurred from fall 1972 to spring 1973 for families who participated in both data collections, and (3) to determine if preliminary relationships identified in fall 1972 have been replicated and clarified in the spring 1973 data. Based on the outcomes of these analyses of spring 1973 data, recommendations about the final National Home Start Evaluation measurement battery will be made.
In conjunction with: Abt Associates, Inc.
Principal Author: Dennis Deloria.

Index codes 2 9 15 12 21 84

663
High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation. Interim Report IV: Program
Analysis.
125p.
1974. ED107379

This report, the fourth in a series of evaluations for Home Start planners and administrators, presents an analysis of the Home Start program operation during the fall of 1973 and a description of the data base being developed for the forthcoming cost-effects analysis. The first chapter is an executive summary of the interim findings and future study issues. Subsequent chapters include discussions of the three major program dimensions of demographics, treatment (a typical home visit, most frequent interaction patterns, and methods of determining effectiveness of treatment), and costs. Data collected from interviews, observations and records at the 16 Home Start sites are summarized briefly for each dimension. Data tables and an appendix containing supportive information are included.
In conjunction with: Abt Associates, Inc.
Principal Author: Peter Fellenz.

Index codes 1 9 12 14 84

664

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation. Interim Report IV: Summative Evaluation Results.
375p.
1974. ED107380

This report presents summary analyses of descriptive and comparative data collected during the 1973 Home Start evaluation project. The data presented were collected at 6 of the 16 Home Start sites, from three experimental groups of families (those entering the Home Start and Head Start programs in fall 1973 and those identified to enter Home Start programs in fall 1974). The families were looked at in three ways: (1) descriptively, to identify characteristics that are important in relation to some standards or norms; (2) comparatively, to determine whether the Home Start and Head Start programs serve similar populations; and (3) comparatively, to judge the success of the randomization procedures used to assign families to Home Start or delayed-entry control groups. The overall results of these three analyses are summarized first, then the summaries of each instrument are presented. Ten measures were included in the battery: two children's tests, two child rating scales completed by adults, one mother rating scale completed by the community interviewer, three parent questionnaires, a parent-child interaction measure, and child height and weight. Data tables and appendixes (field procedures and coding manuals) comprise approximately one-half of the document.

In conjunction with: Abt Associates, Inc.
Principal Author: Dennis Deloria.

Index codes 1 7 9 84

665

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation. Interim Report V: Case Studies.
147p.
1974. ED161543

One of a series of documents on the evaluation of the National Home Start (NHS) program, this third year interim report of case studies describes program efforts and successes with 16 Home Start families throughout the nation. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. Brief case studies are presented for one family in each of the following areas: (1) Alabama; (2) Alaska; (3) Arizona; (4) Arkansas; (5) California; (6) Kansas; (7) Massachusetts; (8) Nevada; (9) New York; (10) North Carolina; (11) Ohio; (12) Tennessee; (13) Texas (Houston); (14) Texas (Texas Migrant Council); (15) Utah; and (16) West Virginia. Each of the 16 sections presents demographic information about program participants, staff and resources using tabular statistics and graphs. A brief narrative of individual family accomplishments within the program is presnted and the program's operational procedures and methods of dealing with problems are examined.

In conjunction with: Abt Associates, Inc.
Principal Author: Chris H. Jerome.

Index codes 1 9 12 82

666

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Interim Report V: Program Analysis.
166p.
1974. ED134319

This program analysis is part of the interim report on the National Home Start Evaluation. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. One focus of the report is the examination of selected program-wide implementation features that seem especially important for future use in planning and operating home-based alternatives to Head Start. The first chapter of the report serves as an executive summary of the most important findings of the report. Other chapters include information on methodology; data collection and analysis and on the three major Home Start program dimensions: Home Start families and staff; the program, and services to families.
In conjunction with: Abt Associates, Inc.
Principal Authors: Nancy Goodrich.

Index codes 1 12 7 20 82

667

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Study. Interim Report V: Program Analysis: Instruments.
1974. HS200442

This field manual for the Spring 1974 Formative Evaluation of Home Start contains a variety of instruments, questionnaires, and instructions to be used at site visits to Home Start Programs. These include instructions and questions for case study interviews with directors of programs and Home Visitors, Home Visitor background questionnaire, home visit questionnaire and observation coding forms, instructions and instruments for recording home visit activities and for determining the effectiveness of Home Visitors. The cost instruments are designed to collect data on actual expenditures, such as levered personnel resources, levered non-personnel resources, payroll data (including fringe benefits and travel allowance), and listing of contractor/consultant services. The time use instruments consist of weekly time schedule guides for Home Visitors and for Specialists and Directors, and a time use questionnaire.

Index codes 2 9 14 7 82

668

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Interim Report V: Summative Evaluation Results.
341p.
1974. ED134318

These summative evaluation results are part of the National Home Start Evaluation interim report. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health, and nutritional services. The data presented in this report were collected from 434 families in six of the 16 Home Start sites operating in the spring of 1974. The families belonged to one of three groups, the Home Start group (192 families), the delayed-entry control group (130 families), or the Head Start group (112 families). Included are reviews of psychometric analysis such as Preschool Inventory, Denver Developmental Screening Test, Child 8-block Task, Child Food Intake Questionnaire, Schaefer Behavior Inventory, Pupil Observation Checklist, High/Scope Home Environment Scale, Mother Behavior Observation Scale, Parent Interview, and 8-Block Sort Task. A number of tables and charts are included in this report.
In conjunction with: Abt Associates, Inc.
Principal Author: Dennis Deloria.

Index codes 1 9 21 5 16 15 82

669

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Interim Report V. Executive Summary. Policy Relevant Findings and Recommendations.
41p.
1974. ED134320

This is the executive summary of the National Home Start Evaluation interim report. Home Start, a federally-funded 3-year (1972-1975) demonstration program home-based for low-income families with 3- to 5-year old children, was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. Collection and analysis of data were intended to provide partial answers to three fundamentl questions: Is Home Start a wise investment of public funds? How can the existing Home Start program be improved? How can future home-based programs be made most effective? Chapters include: findings and recommendations, future study issues and two Home Start family stores.
In conjunction with: Abt Associates, Inc.
Principal Author: Dennis Deloria.

Index codes 1 9 7 14 12 13 82

670

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Interim Report V:
Cost-Effectiveness Analysis.
61p.
1974. ED134317

This volume, part of the interim report on the National Home Start Evaluation, includes cost of the 16 Home Start projects and outcome data from the six summative sites. Findings and recommendations are presented on the intra-project cost-effectiveness of Home Start and the cost-effectiveness of Home Start as a Head Start option. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health, and nutritional services. Cost findings are presented in detail in Chapter II. Both OCD dollars spent on Home Start as well as "in-kind" levered resources from other government agencies and private sources are presented so that a full comparison between projects can be made in terms of total monetized resources delivered to project families. Chapter III sets forth an analysis of intra-project efficiency in terms of technical efficiency (the home visit content and length) and cost efficiency. The chapter ends with a presentation of hypothetical model budgets for different project sizes located in different parts of the country designed to assist OCD in making future decisions about funding home based options. Chapter IV contrasts Home Start costs with Head Start costs at four sites.
In conjunction with: Abt Associates, Inc.
Principal Author: Craig Coelen.

Index codes 1 14 7 82

671

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation Interim Report VI. Twelve-Month Program Issues, Outcomes and Costs.
449p.
1975. ED134322

This report assesses the progress of the six summative Home Start projects as evaluation families completed their first twelve months of enrollment. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children, was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. Aspects examined in this report include: overall national statistics on families, staff, and costs; organization and staffing of local projects; kind and quantity of services delivered; operational problems previously identified; mother and child outcomes; descriptive program costs; program cost-effectiveness; and cost-relevant program characteristics. The data examined in this report were gathered in fall 1974, through site visits, outcome measures, and quarterly information reports. Findings are presented in three different parts of this volume: program analysis results, summative evaluation results and cost-effectiveness results.
In conjunction with: Abt Associates, Inc.
Principal Author: Nancy Goodrich.

Index codes 1 9 12 14 82

672

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation. Interim Report VI. Executive Summary: Findings and Recommendations.
35p.
1975. ED134321

This is an executive summary of the interim report on National Home Start Evaluation. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. The following questions dealt with: What is the nature and cost of the Home Start Program? How do projects vary from site to site? What effects has Home Start had on families during the first 12 months? How do 12-month cost and effects of Home Start compare to corresponding cost and effects of the Head Start programs? Recommendations and future study issues are also presented.
In conjunction with: Abt Associates, Inc.
Principal Author: John M. Love.

Index codes 1 14 12 21 5 7 82

673

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation: Interim Report VII. Twenty-Month Program Analysis and Findings.
366p.
1976. HS200796

This evaluation focuses on process and outcome data derived from the 1972-1975 National Home Start Demonstration Program. An overview of the program and the evaluation process is followed by data on individual projects, particularly frequency and duration of activities, followup after graduation from the program, national financial and technical support to local projects, and plans for post-demonstration efforts. Outcome data show the predictions of Home Start staff for the future of their client families, and the effects of the program on staff members' lives. Appendices cover collection and analysis of data, describe and include measures and present abstracts of research on home-based intervention programs. Principal Author: John M. Love.

Index codes 82 99

674

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation: Final Report. Findings and Implications.
78p.
1976. ED134314

These findings and implications are part of the final report on the National Home Start Evaluation. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health, and nutritional services. The purpose of the evaluations was to collect information on both the Home Start process and the program's effectiveness so that the Home Start experience could lead to recommendations for future home-based programs. The evaluation describes the program, assesses its effects at various time points and compares the effects after one and two years of program participation. In addition, it compares the effects and costs of Home Start and Head Start programs. Included in the document are program evaluation and overview, findings in terms of impact on families and children, cost effectiveness, program, and implications and conclusions. Appendices include: a Home Start program overview, evaluation design and methodology, and index to Home Start evaluation reports.

In conjunction with: Abt Associates, Inc.
Principal Author: John M. Love.

Index codes 1 9 15 16 5 6 14 82

675

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Followup Study of the Home Start Program and Evaluation of the Home Start Training Centers. Project Summary.
14p.
1976. HS200508

This summary describes the purpose of the 19-month followup study to the evaluation of the Home Start Demonstration Program and provides background information on the original Home Start Program and its evaluation. The overall goal of the followup study is to determine the long-term impact of the Home Start program on its participants. The study design, study phases, selection of sites, sample size, participants in the followup study, data collection staff, and areas of measurement are identified. An evaluation of six regional Home Start Training Centers addresses policy issues regarding staff training, supply and demand, effectiveness of Training Centers, and program costs.

Index codes 1 9 11 82

676

High/Scope Education Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation: Field Procedures Manual.
90p.
1975. ED161544

This field procedures manual for community interviewers and site coordinators, one of a series of documents on the evaluation of the National Home Start program (NHS), describes specific testing procedures for collecting family data. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. The manual includes (1) preparation of materials and staff procedures before evaluation begins; (2) ongoing scheduling procedures; (3) procedures to be followed for each evaluation visit, including preparation of materials and testing instructions; (4) test monitoring procedures; (5) field logistics; and (6) exhibits of parent letters, assignment sheets, master schedules, an inventory, and a log sheet. The appendices include preliminary evaluation results, general testing and interviewing practices, examples of problem situations and how to handle them, and monitoring and performance evaluation forms.
In conjunction with: Abt Associates, Inc.
Principal Author: Marrit J. Nauta.

Index codes 2 7 9 82

677

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Homestart: Spring 1973 Test Battery.
1973. HS200559

This administration manual contains the battery of tests used in the Spring 1973 evaluation of Home Start. Included are the preschool inventory test, Denver developmental screening test, concept development test, 8-block sort task, weight and height, Schaeffer behavior inventory, child food intake questionnaire High/Scope home environment scale, Home Start parent interview, pupil observation checklist, and tests log.

Index codes 2 9 21 5 15 82

678

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Homestart: April 1974 Test Battery.
1974. HS200472

The administration manual of the April 1974 test battery used to evaluate Home Start includes the preschool inventory test, Denver developmental screening test, 8-block sort task, weight and height, Schaeffer behavior inventory, child food intake questionnaire, High/Scope home environment scale, parent interview, pupil observation checklist, tester log, and home visit observation instrument.

Index codes 2 5 15 19 21 82

679

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Evaluation. The Homesbook: What Home-Based Programs Can Do With Children and Families.
329p.
1976. ED134316

This volume, part of the evaluation of the Home Start Program is an informal compilation of the ideas, experiences, and insights gained by members of Home Start staffs during three years of family-oriented education and services. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. This book is aimed primarily at administrators, sponsors, and directors of Head Start and similar programs who are considering expanding their services to include home visiting. Included in this report are: (1) an overview of the goals, structure and organization of the National Home Start Program; (2) a section on "getting underway" (finding staff, recruiting families, assessing reeds, etc.); (3) a description of the basic components of the program (education, nutrition, and health); (4) a section on working with families, which includes descriptions of social and psychological services for parents and children; and (5) a discussion of management and planning issues for home-based programs. Appendices include a director of Home Start demonstration programs and training centers, Home Start guidelines, and an index of exhibit sources. A number of forms and charts used in Home Start programs are included in the document.
In conjunction with: Abt Associates, Inc.
Principal Author: Marian Grogan.

Index codes 2 9 12 82

680

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Training Centers Evaluation: Study Design and Preliminary Analysis of Training Processes and Costs.
1977. HS200802

Home Start Training centers, funded in 1975 by the Office of Child Development in response to requests for training and technical assistance, were evaluated beginning in 1976. Policy questions to which the study is addressed concern: the use of peers for staff training; whether training efforts should focus on teachers, visitors, administrators or others; whether more training centers are needed; whether the training setting need match the future work setting of the trainees; and the identification of effective training components. Chapters cover the evaluation design, preliminary findings, and conclusions. Appendices contain instruments used in the study.
Principal Authors: Sally Wacker; Mary Morris.

Index codes 1 12 14 83

681

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Partners With Parents: The Home Start Experience with Preschoolers and Their Families.
249p.
1978. HS200006

This volume is designed to be used along with the Guide for Planning and Implementing Home Based Development Programs and Home Start Evaluation: Final Report, as a resource for persons involved in running or setting up local home-based pre-school programs either independently or as an extension of Head Start programs. The role of the Home Start program in helping parents to become teachers of and advocates for their children is illustrated with individual experiences of Home Stat administrators, Visitors and parents. Interaction of families in the program for both social contact and for group action to solve shared problems is encouraged, and dependence upon the Visitors is discouraged. Subjects include staffing and training, community resources available to the program and to parents, particularly in the areas of health care and sanitation, recruiting of families, financing, record-keeping and administration. Forms used by Home Start programs and examples of lesson plans are included.
In conjunction with: Abt Associates, Inc.
Principal Author: Kathryn D. Hewett.

Index codes 3 9 12 82

682

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
An Evaluation of the Home Start Training Centers.
194p.
1979. ED184717

The results of an evaluation of the six Home Start Training Centers are presented in this report. Included are the final research design of the Training Centers evaluation, findings from three sets of site visits, and results of questionnaires sent to (1) people who participated in training, (2) their supervisors, and (3) Head Start grantees and delegate agencies. Chapter I provides a brief history of the original Home Start Demonstration Program and presents the rationale for establishing the six Home Start Training Centers. This chapter also contains summary descriptions of the Training Centers, including their demographic characteristics, staffing patterns, and community and grantee support. Chapter II presents the evaluation design, the methodology of the site visits, and procedures for the spring 1978 data collection. Chapter III uses the observation data and onsite interview information as a basis for describing Training Center activities. Chapter IV sets forth training effectiveness findings based on information gathered by the questionnaires, and Chapter V covers the demand for training as described in the mail surveys.
Principal Author: John M. Love.

Index codes 1 9 12 81

683

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Followup Study: A Study of Long-Term Impact of Home Start on Program Participants. Final Report.
220p.
1979. ED192903

This Home Start followup study was designed to determine the long-term impact of Home Start on program participants in sixteen states within the USA. Home Start was a three-year demonstration program which provided Head Start-type comprehensive services to young children (3- to 5-year-olds) and their families in their homes. In Chapter 1 background information is provided about the followup study design, including a brief description of the original Home Start evaluation and its results. The next two chapters address two key implementation issues. Chapter 2 reports on the tracking of Home Start and Head Start families who participated in the original evaluation. Also included in this chapter are descriptive profiles of the Home Start followup study sample and a report on sample attrition effects. Chapter 3 describes how the comparison group for the followup study was selected and compares the Home Start and comparison groups on a number of child and family characteristics to determine group equivalency. Chapters 4 and 5 present the results of the followup study. Long-term program effects on parents are examined in Chapter 4, followed by presentation of child outcomes in Chapter 5. The concluding chapter of the report discusses implications of the Home Start followup study design.
In conjunction with: Abt Associates, Inc.
Principal Author: William Bache.

Index codes 1 9 11 12 7 21 16 5 81

684

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
National Home Start Followup Study: A Study of Long-Term Impact of Home Start on Program Participants. Executive Summary.
12p.
1979. ED192904

This paper provides a summary of a Home Start Followup Study (HSFS), initiated in 1976. An attempt was made to examine the durability of gains made as the result of families' (parents and their 3-to-5-year-old children) participation in the program. In addition, the study was designed to determine whether program duration (one versus two years) had a lasting effect on parents and children as measured approximately two years after the conclusion of the Home Start demonstration. The HSFS's sample consisted of 199 Home Start, 46 Head Start, and 137 comparison group families (families who were eligible for but did not participate in the program). Three comparisons were conducted: (1) Home Start families versus the comparison group families; (2) Home Start families versus Head Start families; and (3) Home Start families who had participated in the program for one year versus a group of Home Start families who participated in the program for two years. Five measures were used to determine the long-term impact of the program. Four of the measures were standardized tests for children and one was a personal interview with parents. Results indicated: (1) while math and reading performance of the Home Start first graders was lower than the national average, the Home Start second graders were comparable with respect to the national norm; (2) no significant differences were found on any of the children's outcome measures between the Home Start and the Head Start groups; (3) no differences were found between the one-year and two-year Home Start groups; and (4) most families were pleased that they had been involved in the program and indicated that the activities concerning the child and learning about child growth and development had been most important for them.

Index codes 1 9 12 7 21 15 81

685

High/Scope Educational Research Foundation. Ypsilanti, Michigan. A Process Evaluation of Project Developmental Continuity. Interim Report I, Part B: Preliminary Site Evaluation Designs. 77p.
1975. HS200786

Procedures for selecting sample and control groups of Head Start participants for the Impact Study for Project Developmental Continuity are described. Individual reports on fifteen sites are used to assess the feasibility of continuing the Impact Study in each site. Data collection forms are included in an appendix.
Principal Authors: Judy T. McNeil; Mel Shelly.

Index codes 82 2 12

686

High/Scope Educational Research Foundation. Ypsilanti, Michigan. A Process Evaluation of Project Developmental Continuity. Interim Report II, Part A: Program Case Studies. Volume I. 457p.
1975. ED160235

These 8 case studies are part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Each case study reviews the planning year at a PDC demonstration site in one of the following states: Arizona, California, Colorado, Connecticut, Florida, Georgia, Iowa, and Maryland. Included are details of the planning year activities focusing on administration, pupil education, preservice and inservice training, developmental support services, parent involvement, and services for handicapped children and bilingual/bicultural children. An analysis of the planning process at the site is offered. The opinions and attitudes of program personnel are reported. Brief descriptions of the Head Start and elementary school programs involved at the site and the relationship between them are included.
Principal Author: Lynn Spencer.

Index codes 1 11 12 15 8 25 81

687

High/Scope Educational Research Foundation. Ypsilanti, Michigan. A Process Evaluation of Project Developmental Continuity. Interim Report II, Part A: Program Case Studies. Volume 2. 395p.
1975. ED160236

These 7 case studies are part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Each case study reviews the planning year at a PDC demonstration site in one of the following states: Michigan, New Jersey, New York, Texas, Utah, Washington, and West Virginia. Included are details of the planning year activities, focusing on administration, pupil education, preservice and inservice training, developmental support services, parent involvement, and services for handicapped children and bilingual/bicultural children. An analysis of the planning process at the site is offered. The opinions and attitudes of program personnel are reported. Brief descriptions of the Head Start and elementary school programs involved at the site and the relationship between them are included.
Principal Author: Lynn Spencer.

Index codes 1 11 12 15 8 25 81

688

High/Scope Educational Research Foundation. Ypsilanti, Michigan. A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.
112p.
1975. ED144715

This report presents recommendations for measures to be used in assessing the impact of Project Developmental Continuity (PDC). Chapter I reviews the purpose of the impact study and presents the basic considerations guiding the selection of measures. Chapter II describes the review process that led to the final recommendations. Chapter III presents the final recommendations, along with supporting rationale, for measures to be used in the areas of: (1) social-emotional development; (2) psychomotor development, health, and nutrition; (3) cognitive and language development; (4) impact on parents and teachers; (5) bilingual/bicultural education; and (6) site-specific goals. The appendix contains one-page descriptions of the recommended measures, including information about items, administration procedures, scoring criteria, validity and reliability. Principal Author: John M. Love.

Index codes 2 16 5 21 15 25 7 82

689

High/Scope Educational Research Foundation. Ypsilanti, Michigan. A Process Evaluation of Project Developmental Continuity. Interim Report III, Executive Summary: Preliminary Recommendations for the Study of Child Impact.
63p.
1976. ED160237

This executive summary presents the major findings of Interim Report III, which reports preliminary evaluation of Project Developmental Continuity (PDC). A Head Start demonstration program, PDC is aimed at promoting greater educational and developmental continuity as children make the transition from preschool to school. The report addresses three fundamental questions: the appropriateness of the measuring instruments; the potential comparability of children in PDC schools and those in comparison schools; and the number of children in PDC and comparison schools at each site available for a longitudinal study of program effects. Evaluation methods (instrument selection, data collection, and data analysis procedures) are discussed briefly and findings are summarized in terms of descriptive characteristics of the samples; reliability and validity of the instruments; comparability of PDC and comparison groups site-level and aggregate level; and sample size requirements and availability. Conclusions and recommendations are presented. Numerous charts and tables illustrating the findings are included and descriptions of the selected measures of evaluation are appended.
Principal Author: Arthur C. Granville.

Index codes 1 11 82

690

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity. Interim Report IV, Volume I: Pilot Year Impact Study--Instrument Characteristics and Attrition Trends.
280p.
1976. ED160238

This interim report of a pilot year impact study on evaluation methodology is part of a series of documents on the evaluation of Project Developmental Continuity, a Head Start demonstration program aimed at promoting educational and developmental continuity between children's Head Start and primary school experiences. This report deals with instrument suitability, group comparability, and sample attrition. Chapter I gives an overview of PDC and describes the purpose of the PDC evaluation; Chapter II describes data collection and data analysis procedures; Chapter III presents findings on the general utility of the test instruments, results of comparability checks between sample groups, tabulation of institution-level characteristics for all sites, and a summary of attrition data for each site; Chapter IV recommends which test instruments should be retained or deleted, and discusses projected attrition to all sites. Appendices include written and tabular descriptions of the test measures, tester monitoring forms, flow charts of the analysis procedure, tables detailing response distributions, written definitions of behavior categories, tables of school characteristics, written and tabular attrition findings for each site, and subscales of the PDC Child Rating Scales.
Principal Author: Arthur C. Granville.

Index codes 1 11 82

691

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity. Interim Report IV, Volume 2: Development of the Implementation and Cost Studies.
151p.
1976. ED160239

This interim report describes the development of program implementation and cost studies for Year II of the process evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Specific areas focused on in the report are: (1) assessment of the program implementation at each site; (2) analysis of the factors affecting implementation and identification of hypotheses relating levels of implementation with local or social characteristics; and (3) assessment of program costs. Chapter I presents an overview of the PDC evaluation and the purpose of Interim Report IV. Chapter II outlines the overall design of the Implementation Study and includes a summary of data collection activities for the year 1976. Chapter III contains a description of the development of implementation assessment instruments. Results of a field test of data collection and analysis instruments conducted in Spring '76 are discussed and revisions are suggested. Chapter IV reports progress in identifying local factors, events or characteristics which shape or determine the levels of program implementation. A preliminary list of hypotheses based on the analysis of factors enhancing or retarding implementation is derived for evaluation in Year III. Chapter V presents the design and preliminary result of the cost analysis. Tables and charts are included.
Principal Author: Allen G. Smith.

Index codes 1 14 12 11 82

692

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity, Interim Report IV: Recommendations for Continuing the Impact Study.
158p.
1977. ED160240

This interim report re-examines data on instrument suitability, comparability of groups, and adequacy of sample size in Year III of the process evaluation of Project Developmental Continuity (PDC) and offers preliminary recommendations concerning the feasibility of continuing the impact study. PDC is a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Chapter I presents a general overview of the PDC evaluation. Chapter II describes data collection and data analysis procedures and discusses issues pertaining to validity and reliability of the evaluation measures. Chapter III presents findings in the form of tabulations of characteristics of the samples and of the evaluation instruments and assessments of sample size and attrition rate for the groups in each site. Chapter IV summarizes findings on group comparability and adequacy of the samples and instruments and considers prospects for continuing the Impact Study in the light of these findings. Appendices include descriptions of the measures in the fall battery, forms for weekly tester monitoring, commentary on scoring specific scales, and 5 additional sets of forms for data collection and analysis.
Principal Author: Arthur C. Granville.

Index codes 1 11 82

693

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity. Interim Report IV: Executive Summary. Recommendations for Continuing the Impact Study.
24p.
1977. ED160241

This brief report summarizes the analysis and conclusions presented in detail in Interim Report VI regarding the feasibility of conducting a longitudinal study of Project Developmental Continuity (PDC). This project is a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The analyses were carried out on information collected primarily during Fall 1966, and focused on the reliability and validity of the measures, the potential comparability of PDC and comparison groups, and the adequacy of PDC and comparison sample size.
Principal Authors: Arthur C. Granville; John M. Love.

Index codes 1 11 82

694

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity, Interim Report VII, Volume 1: Findings From the PDC Implementation Study.
351p.
1977. ED160242

This third-year interim report, one of a series of documents on the evaluation of Project Developmental Continuity (PDC), presents findings from three major analyses of program implementation; measurement of the extent each program has implemented the basic PDC Guidelines; a description of patterns of that implementation; and analysis of some facts and events that have shaped that implementation. A Head Start demonstration program, PDC is aimed at providing greater educational and developmental continuity between children's Head Start and primary school experiences. This report is divided into 5 parts. Chapter I gives a general introduction to PDC and the PDC evaluation. Chapter II describes basic structure (both national and local features) of the PDC project and gives demographic information for each of the sites. Chapter III presents the rationale, design, and major findings from the assessment of implementation. Chapter IV presents an overview of some of the similarities and differences found in interpretations of the basic guidelines at different sites. Chapter V presents the final cross-site analysis: the exploration of the factors, events, circumstances and plans that helped shape local PDC projects. Four appendices provide supplementary information.
Principal Author: Allen G. Smith.

Index codes 1 11 12 82

695

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity, Interim Report VII, Volume 3: Assessment of Program Impact Through the Head Start Year.
198p.
1977. ED160243

This interim report, part of a series of documents examining the feasibility of the longitudinal evaluation of Project Developmental Continuity (PDC), presents the results of an analysis of PDC impact at the Head Start level, using Spring 1977 data. PDC is a Head Start Demonstration Program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Chapter I provides a brief introduction to the feasibility study. Chapter II describes the methods of data collection and analysis. Chapter III presents the findings of the feasibility study. Characteristics of the sample and the basic instrument battery are described, and summaries are provided of the three developed and tested measures: the classroom observation system, the Preschool Productive Language Assessment Task (PPLAT), and the Adult Language Check, which are not part of the basic battery. Chapter IV examines PDC program treatment effects. No substantial measured difference in progress between PDC and comparison children was found.
Principal Author: Arthur C. Granville.

Index codes 1 11 19 23 82

696

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Project Developmental Continuity: PDC Classroom Observation Manual.
37p.
1976. ED160246

This classroom observation manual (Fall 1976) was developed for use in the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The manual provides detailed instructions for the observer on how to prepare for the observations in a classroom, how to identify each behavior category, and how to code the observation record sheets. A 5-second checklist is used to record observations on each child for a total period of 5 minutes. A copy of the record sheet is included along with explanations of specific types of behaviors to look for. The behavior categories are: (1) noninvolved; (2) involved (social/nonsocial); (3) peer interactions; (4) adult interactions; and (5) classroom interaction capacity. Examples of each sub-category of behavior to be coded are listed.
Principal Author: Judy Meece.

Index codes 2 11 19 82

697

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Project Developmental Continuity: Field Procedures Manual.
54p.
1977. ED160245

This operations manual for field staff (site monitors, site coordinators, and testers) involved in the observation and testing of children is part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The manual is divided into 8 sections: (1) a description of the PDC program and its evaluation; (2) the organizational structure, job descriptions and initial planning activities of the data collectors (observers and testers); (3) general procedures to be followed at each site; (4) general instructions for child observations; (5) general instructions for administering child tests; (6) situations that testers encounter and what to do about them; (7) monitoring and review procedures; and (8) field logistics (i. e., logging and mailing materials, communications, payment procedures, and taxes).
Principal Author: Mary Morris.

Index codes 2 11 12 82

698

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Project Developmental Continuity Evaluation: Implementation Rating Instrument.
191p.
1977. ED160247

This instrument is part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The Implementation Rating Instrument (IRI) was developed to provide a quantitative index of implementation levels of programs participating in Project Developmental Continuity. Rated components of the programs include: (1) Administration; (2) Education; (3) Bilingual/Bicultural and/or Multicultural Services; (4) Bilingual/Bicultural Services; (5) Handicapped Children Services; (6) Parent Involvement; (7) Developmental Support Services; and (8) Preservice and Inservice Training.

Index codes 2 11 12 82

699

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Project Developmental Continuity Evaluation: Site Visitors' Manual.
59p.
1977. ED160248

This site visitors' manual is part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The PDC evaluation documents and analyzes the process of program development and implementation, and the impact of program outcomes on the social competence of children, on teachers, parents, and on institutions involved in the program. The purpose of the winter 1977 visit is to collect data from sites on implementation activities in the third year of PDC. The manual consists of 5 sections. A general introduction to the PDC evaluation and purpose of the site visit is followed by section II, which describes the general procedures to be followed on the visit, the division of labor, and arrangements that should be made before the visit. Section III presents interview forms and techniques which may be used as a guide to conservation with the PDC staff, principals, teachers, and parents. Section IV outlines the Implementation Rating Instrument (IRI) and its use. Specific types of objective IRI items are listed with instructions for scoring each type. Definitions for key IRI items are also included. Section V describes post-visit writing requirements for Development Associates staff and High/Scope team members who will be involved in the site visit. A detailed format outline for the site reports is included.
In conjunction with: Development Associates, Inc.
Principal Authors: Mary Morris; Allen Smith.

Index codes 2 11 82

700

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
A Process Evaluation of Project Developmental Continuity: Final Report of the PDC Feasibility Study, 1974-1977.
68p.
1978. ED160244

This is the final report of the 3-year feasibility phase of a projected 7-year longitudinal evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. Chapter I gives an overview of the PDC program and discusses the components, purposes, problems and limitations of the evaluation. Chapter 2 focuses on the program impact study components of the preliminary evaluation and discusses site selection, measurement instrument selection and refinement, data collection, and sample equivalence and attrition. Chapter III focuses on the program implementation process study components of the evaluation, briefly summarizing planning year activities, planning year monitoring, consolidation of process evaluation tasks, design and testing of implementation assessment methods, establishment of criteria to measure implementation, development of the Implementation Rating Instrument (IRI), planning of data collection methods, the Year II Implementation Report and Year III Implementation Study findings, and cost study aspects of the implementation process study. Chapter IV gives conclusions and implications of the study. A summary of measures used in the evaluation and the contents of the evaluation reports are appended.
Principal Author: John M. Love.

Index codes 1 11 12 14 82

700-1

701

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Assessment of Program Impact Through First Grade, Volume I: The Context, Conceptual Approach and Methods of the Evaluation. An Evaluation of Project Developmental Continuity. Interim Report X.
71p.
1980. ED205275

This volume is the first of a series which reports evaluation findings on the impact of Project Developmental Continuity (PCD) on institutions, classroom staff, parents and children from the time the children entered Head Start through the first grade. PDC was begun in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from Head Start through the early primary grades. Implemented at 15 sites, distributed across Department of Health, Education, and Welfare regional offices and the Indian and Migrant Program Division, PDC emphasizes the involvement of administrators, classroom staff and parents in formulating educational goals and developing a comprehensive curriculum. This volume is intended as an introduction to the PDC program and to the purpose, methods and guiding framework of the longitudinal evaluation. In Chapter I, a brief history of the PDC program and its evaluation are presented, the overall design of the longitudinal study is described and data available as of the spring of the test-cohort children's first grade year (1979) are reviewed. In Chapter II, the conceptual framework guiding the study of PDC processes and effects is recounted. The data collection and analysis procedures used are described in Chapter III. A brief summary is presented in Chapter IV. An appendix delineating PDC variables, data sources and hypotheses is included. The actual impact findings as of Spring 1979 are reviewed in the five other volumes of the series (Volumes II-VI).
Principal Author: Jose Rosario.

Index codes 81 82 2 12

702

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Assessment of Program Impact Through First Grade, Volume II:
Impact on Institutions. An Evaluation of Project Development
Continuity. Interim Report X.
126p.
1980. ED205276

As part of a longitudinal study evaluating program effects, this report, the second in a series of six, describes the impact of Project Developmental Continuity (PDC) on the institutional policies and procedures of participating Head Start centers and elementary schools up to the time the evaluating study's cohort of children had completed grade 1. PDC was begun in 1974 with the purpose of ensuring that disadvantaged children receive continuous and individualized attention as they progress from Head Start through the early primary grades. Implemented at 15 sites, distributed across Department of Health, Education and Welfare regional offices and the Indian and Migrant Program Division, PDC emphasizes the involvement of administrators, classroom staff and parents in formulating educational goals and in developing a comprehensive curriculum. The introductory chapter of the report describes the six volumes of the total report. Chapter II describes the conceptual framework underlying the evaluation. Chapter III describes the methods used to evaluate the effects of the PDC program on the institutions in which it is implemented. Information concerning influences on the implementation of the PDC is summarized in Chapter IV. In Chapter V, results of the analysis of the impact of PDC on schools and centers are reported. Contrasts between PDC treatment and control group institutions are pointed out. Chpater VI consists of a summary, interpretations and conclusions. Samples of instrument and item-level results are included in three appendices.
Principal Author: Jose Rosario.

Index codes 81 1 12 6

703
High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Assessment of Program Through First Grade, Volume III: Impact on Parents. An Evluation of Project Developmental Continuity. Interim Report X.
127p.
1980.   ED205277

Third in a series of six, this volume reports findings concerning the impact of Project Developmental Continuity (PDC) on the parents of the evaluation study's cohort of children as well as preliminary findings on the relationship between family characteristics and program outcome variables up to the time the children had completed grade 1. Begun at 15 sites in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from Head Start through the early primary grades, PDC emphasizes the involvement of administrators, classroom staff and parents in formulating educational goals and in curriculum development. After the introduction given in the first chapter, Chapter II presents a general model of the intended effects of PDC and a description of how the treatment was intended to produce the desired effects. The evaluators' conceptual progression from basic framework to the specification of variables and appropriate instruments is also described. Chapter III describes the methods used to collect data and outlines data analysis procedures. Sample and instrument characteristics are presented in Chapter IV. The bulk of the document is contained in Chapter V which describes the results of the analysis of the program's impact on parents. Brief conclusions are presented in Chapter VI. Appendices include a descriptive summary of responses to parent interview items and a sample parent interview.
Principal Author: Mary Morris.

Index codes 81 1 7

704

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Assessment of Program Impact Through First Grade, Volume IV: Impact on Teachers. An Evaluation of Project Developmental Continuity. Interim Report X.
242p.
1980. ED205278

The fourth in a series reporting evaluation findings on the impact of Project Developmental Continuity (PDC), this volume reports treatment-related and other findings concerning teachers and classrooms up to the time the evaluation study's cohort of children had completed grade 1. Begun at 15 sites in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from Head Start through the early primary grades, PDC emphasizes the involvement of school administrators, classroom staff and parents in formulating educational goals and in curriculum development. Chapter I of this volume presents a brief history of the PDC program. Chapter II describes the conceptual framework guiding the evaluation of PDC processes and effects on teachers. Data collection and analysis procedures are discussed in Chapter III. Chapter IV presents descriptive findings regarding the sample and the characteristics of the instruments. Chapter V describes the results of the analysis, primarily those of the teacher interview but also those of the classroom observation system. Chapter VI summarizes and interprets the major findings of the study. A summary and five technical appendices are included. Appendix A provides a copy of the teacher interview (TI), Appendix B presents the focused and global dimensions of the Classroom Observation System (COS), and Appendices C and D give descriptive summaries for items of the TI and the COS, respectively. Appendix E describes the processes used in creating the composite variables for the TI.
Principal Author: Sally Wacker.

Index codes 82 1 12

705

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Assessment of Program Impact Through First Grade, Volume V: Impact on Children. An Evaluation of Project Developmental Continuity. Interim Report X.
201p.
1980. ED205279

Fifth in a series of six volumes reporting outcomes of the preliminary evaluation of an educational intervention, this report presents the findings of the effects of Project Developmental Continuity (PDC) up to the time the evaluation tudy's cohort of children completed grade 1. Preliminary findings concerning the relationship between variables in the teacher, parent and child domains are also provided. Begun at 15 sites in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from head Start through the individualized attention as they progress from Head Start through the early primary grades, PDC emphasizes the involvement of school personnel and parents in formulating educational goals and in curriculum development. Chapter I of this volume presents a brief history of the PDC program. Chapter II describes the conceptual framewsork guiding the evaluation of PDC processes and effects on children. Data collection and analysis procedures are discussed in Chapter III. Chapter IV presents the descriptive findings regarding the sample and the characteristics of the instruments. Chapter V describes the results of the analysis of the child outcome measures. Chapter VI summarizes the major findings and discusses implications for the future. Appendices A and B provide, respectively, descriptions of the child development measures used and a comparison of summary score distributions by treatment group.
Principal Author: John Berrueta-Clement.

Index codes 82 1 21 16 12 13

706

High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Assessment of Program Impact Through First Grade, Volume VI: Summary of Impact on Institutions, Teachers and Classrooms, Parents and Children. An Evaluation of Project Developmental Continuity. Interim Report X.
52p.
1980. ED205280

The final volume in a series of six evaluation reports, this document provides a summary of the results of the evaluation of Project Developmental Continuity (PDC), conducted when the evaluation study's cohort of children had completed grade 1. Begun at 15 sites in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from Head Start through the early primary grades, PDC emphasizes the involvement of school personnel and parents in formulating educational goals and in curriculum development. Chapter I of this volume presents a brief history of the PDC program. Chapter II describes the conceptual framework guiding the evaluation of PDC processes and effects. Data collection and analysis procedures are discussed in Chapter III. Chapters IV, V, VI and VII present results for each of the four major areas studied: institutional policies and procedures; teacher attitudes and behaviors as related to classroom and parents; parent attitudes and behaviors as related to their child's school; and the achievement of the children. Additionally, the initial analyses of interrelationships between the four major areas, such as the relationship between teacher attitudes and parental involvement with their child's school, are summarized.
Principal Author: Marjorie Powell.

Index codes 82 99

707 Highberger, Ruth; Brooks, Helen.
Vocabulary Growth of Head Start Children Participating in a Mother's Reading Program.
Home Economics Research Journal, 1973, 1(3):185-187.
HS200811

This study involved two groups of Head Start children. The mothers of one group read to their children at least fifteen minutes a day. The other group of children had the opportunity to take home toys from a toy library. All the children were administered the Peabody Picture Vocabulary Test.

Index codes 1 23 15 82

708 Hill, Charles H.
Head Start: A Problem of Assumptions.
Education, 1972, 92(4):89-93.
HS200164

The author examines the underlying assumptions of Project Head Start and suggests that if the gains from Head Start are to be sustained, we must be prepared to change the total environment of the child beginning with adequate care for the expectant mother, infant stimulation programs and an extension of individual attention upward through the grades.

Index codes 3 12 83

709 Hill-Scott, Karen; Grigsby, J. Eugene.
Some Policy Recommendations for Compensatory Education.
Phi Delta Kappan, 1979, 60(6):443-446.
EJ196087

The author looks at past evaluations of compensatory education, suggests new approaches to evaluation, and makes recommendations about program implementation.

Index codes 3 12 81

710 Hilliard, Thomas O.; et al.
The Urban Institute for Human Services, Inc. San Francisco, California.
Evaluation of the Child and Family Mental Health Project. Phase I.
1981. HS200001

Development of approaches and materials for improved management in the Head Start program is the focus of this report which should be read in conjunction with the Grantee Management Status Report. The program's management problems are identified from the point of view of the Head Start Director in the grantee organization. The funding cycle consists of six principal financial management functions: identifying income sources and amounts, budgeting, spending, recordkeeping, financial reporting, and the audit process. Four financial management systems -- personnel costs, purchase of goods and services, contracting for performance of services, and property management and control -- are the principal expenditure activities of the Head Start operation. Each of these functions is discussed, and the financial management deficiencies found during the Phase I needs assessment are extensively analyzed. Recommendations addressing these deficiencies are presented.

Index codes 82 1 12 14

Hilton, Thomas L.
For other entries by this author see Index of Co-authors.

711 Himley, Oliver T.
A Study to Determine If Lasting Educational and Social Benefits Accrue to Summer Head Start Participants.
Dissertation Abstracts International, 1967, 28(5-A):1621.
HS200165

This study used three groups: (1) 36 Head Start children; (2) 36 non-Head Start children; and (3) 36 kindergarten children randomly chosen. They were all tested to determine lasting effects of Head Start using the Metropolitan Readiness Test, the Peabody Picture Vocabulary Test and the Vineland Social Maturity Test.

Index codes 1 16 21 83

712 Hobbs, Nicholas.
The Futures of Children: Categories, Labels and Their Consquences: Report of the Project on Classification of Exceptional Children.
San Francisco: Jossey-Bass; 1975. 339p.
HS200810

Presented is the synthesis of findings from 31 task forces in the federal project on classification of exceptional children. Because labeling children by disabilities is seen to promote their exclusion and rejection, a more constructive labeling procedure is advocated. It is suggested that historically, classification has legitimized social control of the individual as well as exclusion from the community. Analyzed are current labels such as retardation, emotional disturbance and neurological impairment, and recommended is the labeling of needed intervention. As alternatives to large institutions and their potentially destructive aspects, smaller community programs are advocated. Described are legal advocate actions in response to abuses such as involuntary sterilization and exclusion. Alternatives to institutionalization are reviewed, as well as the provision of comprehensive public school services including therapies, health care and remedial instruction. The final chapter includes the following specific recommendations: coordination of agency efforts to strengthen the family, establishment of formal review panels for children excluded from school, sharing of vocabulary within disciplines accomplished by altering professional education, and improvement of classification procedures through individual profiles linked to specified intervention needs. Two appendices discuss the relationship between the parent and the professional and list the project participants. Approximately 270 references are included.

Index codes 3 8 83

713 Hocker, Elizabeth J.
School District of Kansas City. Kansas City, Missouri.
A Profile of the Head Start Child. Summer 1966.
62p.
1967. HS100915

This report presents a profile of children enrolled in the Summer 1966 Head Start program in Kansas City, Missouri. Information was obtained from pupil record cards in the following areas: (1) location of the Head Start Center, (2) number of days in attendance, (3) family composition, (4) social behavior, (5) results of testing, (6) speech and language development, (7) health services, (8) social services, (9) psychological services, and (10) location of the kindergarten which the child attended.

Index codes 82

714 Hodes, Marion R.
A Comparison of Selected Characteristics of Culturally Disadvantaged Kindergarten Children Who Attended Project Head Start (Summer Program 1965), Culturally Disadvantaged Kindergarten Children Who Did Not Attend Head Start and Kindergarten Children Who Were Not Culturally Disadvantaged.
Dissertation Abstracts International, 1968, 29(1-A):62.
HS100167

This study assessed and compared three groups of kindergarten children in Camden, N.J. at the beginning and end of the school year 1965-66. One group consisted of children who attended a summer Head Start program. Another group included culturally disadvantaged children who did not attend Head Start. The third group included children who were not disadvantaged. The children were given pre- and post-tests on selected educational characteristics (articulation, auditory discrimination, visual discrimination, and recognition vocabulary). Conceptual maturity was also assessed. The various groups were then compared.

Index codes 1 21 83

715 Hodges, Walter L.
The Implications of Design and Model Selection for the Evaluation of Programs for the Disadvantaged Child.
Merrill Palmer Quarterly, 1973, 19(4):275-288.
EJ084992

Implications for research and leads for the evaluation of programs for the early education of disadvantaged children can be derived from the analysis of various models of early intervention.

Index codes 3 12 81

716 Hodges, Walter L.
The Worth of the Following Through Experience.
Harvard Educational Review, 1978, 48(2):187-193.
HS200865

This article is part of a series on the Follow Through Evaluation which appeared in the May 1978 issue of the Harvard Educational Review. The author, a member of the Follow Through Sponsors' Task Force, urges that the successes of Follow Through not be forgotten in the controversy over the program's evaluation. For other articles in this series see: Richard B. Anderson et al., Ernest R. House et al., and Carl E. Wisler et al.

Index codes 82 3 12

717 Hodges, Walter; Cooper, Mark.
Head Start and Follow Through: Influences in Intellectual Development.
Journal of Special Education; The Training of Intelligence Implications for Special Education, 1981, 15(2):221-238.
EJ248604

Three national evaluation efforts--Head Start, Follow Through Planned Variation, and Head Start Planned Variation--are reviewed to examine their effectiveness concerning the trainability of intelligence in disadvantaged children during preschool and elementary grades. The evidence on the effectiveness of these projects is highly controversial, but it is concluded that the litereature suggests short term effectiveness.

Index codes 1 21 81

718 Hoekelman, Robert A.
A 1969 Head Start Medical Program.
Journal of American Medical Association, 1972, 219(6):730-733.
HS200168

This is a discussion of the failure of a summer Head Start medical program to reach its health goals. Statistics on services received as well as conclusions on ways to improve are presented.

Index codes 1 5 20 63

Holmes, David.
For other entries by this author see Index of Co-authors.

719 Holmes, Douglas; Holmes, Monica B.
Associated YM-YWHAS of Greater New York. New York.
Evaluation of Two Associated YM-YWHA Head Start Programs. Final Report.
59p.
1965. ED014318

Two summer 1965 Head Start programs, one in Bronx River and one in East Tremont, New York, were selected in order to measure the changes produced in the 36 participants as a result of their Head Start experience. Areas measured were (1) cognitive functioning, (2) patterns of play and use of play materials, and (3) children's fantasies about their peers and adults. A control population of 60 children was matched with the Head Start children along the dimensions of age, sex, ethnic bacckground, previous school exprrience, number of siblings living at home, presence or absence of father and mother, and education and occupation of major wage earner. Both groups had a mean age of five years, five months. Both the Head Start participants and the controls were tested for cognitive functioning, play behavior, and picture interpretation during the last two weeks in August. They were retested in November, two months after the beginning of public school. Results of the testing show significant differences between the two groups at the time of their first testing but not at the second testing.

Index codes 1 16 19 21 81

720 Holmes, Douglas; Holmes, Monica Bychowski.
Associated YM-YWHAS of Greater New York. New York.
An Evaluation of Differences Among Different Classes of Head Start Participants. Final Report.
106p.
1966. ED015012

Three Head Start programs were established to investigate the differences between four groups of children in the areas of intelligence, cognition and achievement, environment, and parental expectations. The four groups were (1) the SR group in which the childrens' parents sought out entry for their children in the Head Start program, (2) the SAP group in which the children's entry into the program was sought out by the Head Start personnel, (3) the SANP group who were likewise sought out by program personnel but did not participate, and (4) the MC group who were non-participating middle class children averaging a year younger in age than the other three groups. Groups 1 and 2 participated in the Head Start Program only. Group 1, 2, and 3 were children of lower-income families. The Head Start program lasted six months. Testing was carried on in all four groups. One battery of tests was given all children near the time groups 1 and 2 began the program. Groups 1 and 2 were given the battery again at the conclusion of the program. The results showed that the MC group scored consistently highest on all tests. The SR group was generally second highest. The environment of groups 1 and 4 appeared more favorable to a stimulation of effective learning than the very deprived environments of groups 2 and 3. Also, the parents of group 1 and 4 children appeared more encouraging toward and interested in their child's development.

Index codes 1 15 17 21 81

721 Holmes, Monica Bychowski; et al.
Associated YM-YWHAS of Greater New York. New York.
Interaction Patterns as a Source of Error in Teachers' Evaluations of Head Start Children. Final Report.
67p.
1968. ED023453

In an effort to determine whether intelligence and school readiness could be estimated from observing behavior and if middle class Head Start teachers ranked highly those pupils whose behavior resembled middle class behavior, the behavior patterns of 36 Head Start pupils were compared with their teachers' ranking of perceived intelligence and school readiness and with behavior patterns of 32 middle class and 40 upper-middle class children, all approximately age 4. The children's intelligence and school readiness were measured by standardized tests. Behavior patterns were observed on two schedules: continuous and summary. The results showed that (1) intelligence and school readiness were not correctly predicted from different types of behavior patterns, (2) while there was no difference in behavior among those Head Start pupils with actual intelligence differences, the behavior of those perceived to be brighter closely resembled middle class behavior, and (3) behavior patterns of all Head Start pupils were similar, regardless of actual school readiness. The data were tabulated, and suggestions were made for a replica study. A manual for using the observation schedule is included.

Index codes 1 19 24 83

Holmes, Monica B.
For other entries by this author see Index of Co-authors.

722
Home Start: Child and Family Resource Program. Report of a Joint Conference (St. Louis, Missouri, March 5-7, 1974).
38p.
1974. ED094887

This conference report of a joint meeting of directors and staff working in Project Home Start and the Child and Family Resource Program contains discussions of a wide range of issues: health services, home safety, home visits, food programs, and the use of television. Other issues discussed are program guidelines, evaluation plans, means to achieve goals, staff training, data collection, and program funding. Because of the interest in both Home Start and the Child and Family Resource Program, this report should prove useful to other programs throughout the country interested in exploring the applicability of these demonstration approaches. An appendix contains a list of the conference participants.

Index codes 3 9 20 13 12 81

723 Hook, Wade F.
Gettysburg College. Gettysburg, Pennsylvania.
A Head Start Type Effort Revisited: Educational and Occupational Achievement Among Participants.
1975. HS200172

This study examined the effectiveness of intervention strategy in reducing poverty among children from low income families in an all-Black community in the South 20 years after they participated in a program similar to Project Head Start.

Index codes 1 11 17 82

724 Horbaly, Marilyn; et al.
University of Virginia. School of Education. Charlottesville, Virginia.
An Overview of Three PCDC Projects. Draft.
43p.
1981. HS200773

This report is designed to provide a comprehensive overview of the Birmingham, Houston, and New Orleans Parent Child Development Centers. It is not an evaluation. Matrices display information on program goals, interaction between children and parents, theoretical constructs, and program design and implementation.

Index codes 82 1 20

725 Horne, Eleanor V., ed.
Educational Testing Service. Princeton, New Jersey.
Test Collection Bulletin.
28p.
1972. ED069697

This is a quarterly digest of information on tests located in the test collection of Educational Testing Service. In addition to the extensive library of tests and other measurement devices, it also includes a special Head Start test collection established to provide information about instruments for those engaged in research or project direction involving young children. New Acquisitions include sections on achievement; common examinations; specialty examinations; personality, interest, attitudes and opinions; and miscellaneous, sensory motor, unidentified. A second section reports announcements received related to tests. A third section reports testing programs for 1972-1973, reporting the test, administration, and contact persons for each. The final section gives addresses of publishers and organizations whose materials and services are mentioned in the Bulletin.

Index codes 2 21 16 83

Horne, Eleanor V.
For other entries by this author see Index of Co-authors.

726 Horner, Mary R.
Nutritional Status of Chippewa Head Start Children in Wisconsin.
American Journal of Public Health, 1977, 67(2):185-186.
HS200173

This paper reports the results of a nutritional status survey of preschool Head Start children in three Chippewa communities in northern Wisconsin.

Index codes 1 5 82

727 Horowitz, Alice M.; Bradley, Susie.
Incorporation of a Preventive Dentistry Program in a Home Start Program.
Public Health Reports, 1975, 90(4):365-368.
HS200174

This is a discussion of the introduction of a preventive dentistry program in a Home Start program. The program involved fluoride tablet distribution and an education component for parents.

Index codes 1 5 9 15 82

728 Horowitz, Frances D.; Paden, L. Y.
The Effectiveness of Environmental Intervention Programs.
In: Caldwell, B. M.and H. N. Ricciuti, eds. Review of Child Development Research. Volume 3. Chicago: The University of Chicago Press; 1973.
HS200175

This review of the literature examines the concepts and assumptions underlying environmental intervention programs, discussing the cultural context of enrichment, intervention versus enrichment, the timing of experience, and the criteria of success of interventions. Discussion of basic issues concerning environmental intervention and early development includes early formulations, maternal deprivation, the nature-nurture controversy, and current programs of intervention with infants. Head Start as a national social experiment is described. Other current experimental intervention programs described include the Early Training Project, the Ypsilanti projects, the Bereiter-Engelmann model and other academic orientations, behavior modification as a reinforcement contingency program, language-development programs, and other programs and variables. The issues of follow-up and follow-through and the revival of the nature-nurture issue are highlighted.

Index codes 3 13 17 84

Horowitz, Frances D.
For other entries by this author see Index of Co-authors.

729 Hosey, Harold.
Cognitive and Affective Growth of Elementary School Students Who Participated in Summer Head Start.
Dissertation Abstracts International, 1973, 33(12-A):6591.
HS200176

The purpose of this dissertation was to determine whether two groups of disadvantaged children in a local school district achieve and maintain any significant differences in academic development or in adequacy of self-concept after a period of five years has elapsed. Two groups are studied: participants and non-participants of a summer Head Start program.

Index codes 1 11 16 21 83

730 House, Ernest R.; et al.
No Simple Answer: Critique of the Follow Through Evaluation.
Harvard Educational Review, 1978, 48(2):128-140.
HS200866

In this article sponsored by the Ford Foundation, the authors contend that the ABT Follow Through Evaluation is marred by serious flaws in design, analytic procedure, results and interpretation. They found ABT's classification of models and outcome measures misleading. According to these researchers, this Follow Through Evaluation does not demonstrate that models emphasizing basic skills are superior to other models. One reason for this is that the coverage of the outcome domains was not extensive enough to justify a distinction among models. The authors questioned the use of the limited Metropolitan Achievement Test to measure a program as comprehensive as Follow Through. They made the following recommendations: 1) that evaluations must be sensitive to a wide range of outcomes; 2) that evaluations should be sensitive to local conditions; 3) that field experiments should be randomized and small in scope; 4) that multiple data analysis techniques should be employed; 5) that fairness should be a major criterion for judging evaluations; 6) that evaluations like this are no longer needed, and 7) that important evaluations should be examined in depth. For other articles in this series see: Richard B. Anderson et al., Walter Hodges, and Carl Wisler et al.

Index codes 82 3 12

731 Howard, Joyce L.; Plant, Walter T.
Psychometric Evaluation of an Operation Head Start Program.
Journal of Genetic Psychology, 1967, 111:281-288.
HS100178

The purpose of this study was to determine if a short-time enriched preschool program (operation Head Start) improved the likelihood of school success of the participants.

Index codes 1 21 81

732 Howard, Norma K., comp.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Education for Parents of Preschoolers: An Abstract Bibliography.
75p.
1974. ED092255

This selective bibliography cites 108 ERIC documents on parent education and parent involvement during the child's preschool years. Included are reports from both home-based and center-based programs. Entries are from "Research in Education (RIE)," October 1970 through April 1974, and from "Current Index to Journals in Education (CIJE)," May 1970 through April 1974.

Index codes 81 2 7 15

733 Howe, Alvin.
A Comparison of Parents' and Teachers' Perceptions of Head Start and Non-Head Start Students.
Dissertation Abstracts International, 1970, 31(1-A):68.
HS200179

This study was undertaken to determine whether second grade students who have had the benefit of Project Head Start are perceived by their parents and teachers as significantly different from second graders who have not had those experiences.

Index codes 1 7 19 21 83 16

734 **Hughes, Anne E.**
Michigan State University. East Lansing, Michigan.
An Investigation of Certain Socio-Linguistic Phenomena in the Vocabulatory, Pronunciation and Grammar of Disadvantaged Pre-School Children, Their Parents and Their Teachers in the Detroit Public Schools.
1967. HS200880

The purpose of this investigation was to determine certain s
phenomena in the vocabulary, pronunciation and grammar of di
pre-school children, their parents and their teachers, and t
language behavior of the informants in terms of educational
speech of these three groups was taped so that certain phono
grammatical and vocabulary items could be transcribed and an
date. A second interview was conducted with a sample of the
served as informants in the first interview as well. Teache
the speech of the children and parents were also recorded, s
implications of the teachers' attitudes could be studied at
study used the research techniques of the Linguistic Atlas P
discovered that the teachers' concepts of the language probl
some instances and incorrect and incomplete in others. The
the data of the study reveal naive attitudes toward language
understanding of the disadvantaged on the part of the teache

Index codes 83

735 **Hulan, John R.**
Head Start Program and Early School Achievement.
The Elementary School Journal, 1972, 73(2):291-294.
HS200180

This is a discussion of the implementation of a Head Start program in Warren, Ohio, and its effect on the children in the program during the first year. The Head Start children are compared to non-Head Start children with regard to scores on the Stanford Early School Achievement Test.

Index codes 1 21 82

736

Human Resources Research Organization. Alexandria, Virginia.
A Survey for California of Model Programs Serving Handicapped Infants and Preschool Children and Summary Information Describing Model California Programs Serving Handicapped Infants and Preschool Children.
48p.
1980. ED202197

A study to gather information describing model infant and preschool programs for handicapped children in California is reported. Information was received from 142 programs (102 in California) including validated first chance projects, outreach projects funded by the Bureau of Education for the Handicapped, master plan agencies in California, innovative and preschool incentive grant programs in California, exemplary Head Start programs, and other model programs in the public and private sectors. A compendium of program descriptions was developed to help state and local educators in selecting the most appropriate early intervention model for adoption/adaptation, constistent with federal and state law, specific to local needs, and available resources. The survey included questions on the following: general information (such as the average number of years in operation), instruction and assessment, service delivery, use of staff, program placement, parental participation, dissemination, training and technical assistance. Among many findings were that the programs are heavily concentrated in urban and suburban areas, that the most popular instructional model is use in developmental, that wide use is made of community resources, and that two thirds of the programs report providing mainstreaming to some degree. Data from the survey are reported in an accompanying summary document which charts program characteristics against answers from public and private agencies or schools.

Index codes 1 8 13 81

737

Human Resources Research Organization. Alexandria, Virginia.
Selected Programs Serving Handicapped Infants and Preschool Children: A Compendium of Program Descriptions for California Education.
228p.
1980. ED202198

A product of a study to gather information describing model preschool programs for handicapped children, the document descriptions of 142 programs including validated First Chanc Outreach projects funded by the Bureau of Education for the Master Plan agencies in California, innovative and preschool programs in California, exemplary Head Start programs and ot in the public and private sectors. Program descriptions are the following categories: public agency programs in Califor agency programs in California, public school district progra programs in California, out of state Outreach programs, and Start programs. Provided for each program is a name, contac a general program description, and a more detailed explanati implementation, evidence for program effectiveness, and avai dissemination and technical assistance.

Index codes 81 3 8

738 Hunt, J. McVicker.
Early Childhood Education and Social Class.
The Canadian Psychologist, 1972, 13(4):305-328.
HS200546

The events responsible for the appearance of early childhood education in the decade of the 1960s are explored. Socioeconomic class differences in child-rearing practices are viewed as accounting for the differences in scholastic competence as assessed by tests of intelligence and by scholastic performance. Summarized are the unrealistic hopes for Project Head Start and how the kind of nursery schooling deployed was unfit to compensate children of poverty for their educationally defective early experience and to test the efficacy of compensatory education of children aged three to four. Indices of heritability say little about the educability of individuals or groups. It is argued that programs begun during a child's first three years may prevent retarded development and be more effective than compensatory education.

Index codes 3 17 21 82

739 Hunt, J. McVicker; Kirk, Girvin E.
Criterion-Referenced Tests of School Readiness: A Paradigm With Illustrations.
Genetic Psychology Monographs, 1974, 90:143-182.
HS200507

This paper discusses the need for tests of specifiable and teachable units of information, information-processing strategies, motivation, and values that constitute readiness for standard schools or that are needed to plan individualized programs of instruction for children from varied family backgrounds. Inasmuch as norm-referenced tests that differentiate individuals along some hypothetical continuum are inappropriate for such a purpose, the concept of criterion-referenced tests is extended from the goals of given learning-teaching situations to the domain of school readiness where the knowledge of concepts that are taken for granted by teachers can be used to determine the criteria of reference for tests. The second part of the paper describes a paradigm for such tests and illustrates it with descriptions of tests of semantic mastery for information on color, position, shape, and number. It also presents illustrative results from testing children from a nursery school for children from middle-class families and chidren from Head Start programs. Where from 80 (spoken) to 90 (listening) percent of children from the nursery school show semantic mastery for color information, only about 20 percent of children from Head Start show such mastery. Differences of a similar order are also found for semantic mastery of position, shape and number. Within the Head Start program, the performances of black and white children differ little. The importance of such differences for communication within classrooms typical of today's schools is indicated.

Index codes 2 21 82

740 Hunt, J. McVicker; et al.
Social Class and Preschool Language Skill: III. Semantic Mastery of Position Information.
Genetic Psychology Monographs, 1975, 91(2):317-337.
HS200182

This article reports that four year old Head Start children performed as well on a test of perceptual identification as did four year olds of college educated parents.

Index codes 1 21 82

Hunt, J. McVicker.
For other entries by this author see Index of Co-authors.

741 Hunter, Gertrude T.
Health Care Through Head Start.
Children, 1970, 17(4):149-153.
HS200183

This article describes the health care component of Head Start: its goals, innovative procedures, use of technical assistance and evaluation and findings. Data collected on the health and health services of Head Start children are presented.

Index codes 1 5 20 82

742 Hurd, J. L.
New Perspective on Head Start Health Care.
Health Services Report, 1972, 87(7).
HS200184

This is a discussion of the use of a nurse practitioner to administer the health component of a Head Start program.

Index codes 1 5 12 81

743
Huron Institute. Cambridge, Massachusetts.
Synthesized Estimates of the Costs of Head Start Planned Variation Models.
1973. HS200257

This article reports a study of the cost data generated by Head Start Planned Variation models.
Principal Author: Robert W. McMeekin, Jr.

Index codes 1 13 14 84

744
Huron Institute. Cambridge, Massachusetts.
The Quality of the Head Start Planned Variation Data. Volume I.
273p.
1973. ED082856

This publication, the first of two volumes, describes the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation. Part I discusses generally the issues involved in evaluating the quality of the data, and summarizes findings. Part II contains technical reports on 12 of the individual measures used in the evaluation, such as the Preschool Inventory and the Stanford-Binet Intelligence Test (which were considered especially useful), the Classroom Behavior Inventory, and the Brown IDS Self-Concept Referents Test. There is a description of each measure and the theory behind it, as well as a review of the available data on the measure's reliability, validity and other technical qualities. Judgments on the usefulness of the measures, and a summary of the information on which the judgments were based are presented. Data tables are included.
Principal Author: Debbie Klein Walker.

Index codes 1 13 21 82

745

Huron Institute. Cambridge, Massachusetts.
The Quality of the Head Start Planned Variation Data. Volume II.
281p.
1973. ED082857

This publication continues the descriptions of the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation study. Included is a detailed examination of each measure, a discussion of the theory behind it, and a review of the available data on the measure's reliability, validity and other technical qualities. The last half of the document contains appendices relating to the procedures used in examining the quality of the data: (a) Test-Retest/Inter-Tester Reliability Study; (b) Eight-Block Sort Reliability Study; (c) Classroom Behavior Inventory Test-Retest Reliability Study; (d) Coding Reliability Study; (e) Classroom Information Form Reliability Study; (f) Parent Information Form Test-Retest Reliability Study; and (g) Quality of the Testing Procedure. Data tables are included.
Principal Author: Debbie Klein Walker.

Index codes 2 13 21 82

746

Huron Institute. Cambridge, Massachusetts.
Cognitive Effects of Preschool Programs on Different Types of Children.
210p.
1973. ED082838

This study investigated whether various kinds of preschool programs have differential cognitive effects on different kinds of children. Relevant literature was reviewed and data, generated in the first 2 years of the Head Start Planned Variations Study (PVS), were analyzed. The eight preschool programs associated with the PVS were considered. Children's characteristics used for analysis were initial ability, previous school experience, sex, age, socioeconomic status, ethnicity, and style of response to testing. Cognitive outcomes were assessed with the Preschool Inventory and Stanford-Binet. Several tentative conclusions were drawn. First, some children's characteristics interact more powerfully than others with characteristics of preschool models. Response style and previous schooling seemed the most important variables. Second, where interactions are consistent, they follow suggestive patterns. Educationally disadvantaged children seem to achieve more in highly directive programs than in less directive ones. Third, the interactions may be significant factors in preschool success or failure. Many educational approaches may be needed, to be delivered in a flexible classroom designed to accommodate all kinds of children.
Principal Author: Helen J. Featherstone.

Index codes 1 13 21 83

747

Huron Institute. Cambridge, Massachusetts.
Implementation and Educational Innovations: An Outline of the Problem Based on Experience With Planned Variation Experiments. Draft.
62p.
1973. HS200727

Issues in research on the implementation of innovations in processes of schooling are discussed in the light of experience with Head Start planned variation experiments. Three concepts of the problem of implementation are considered: that it is a problem of evaluation design, educational research and development policy, or institutional change. Literature on the subject of innovation is criticized for its focus on diffusion rather than implementation in the sense of any of the three concepts. Recommendations for future research focus on identification of promising examples of innovation, with the conditions that specifications for practice and observational techniques be developed and that replication should be attempted. It is also recommended that research on naturally-occurring attempts at innovation be made a routine part of the federal research and development effort.
Principal Author: Richard F. Elmore.

Index codes 82 2 12 20

748

Huron Institute. Cambridge, Massachusetts.
Some Short Term Effects of Project Head Start: A Preliminary Report on the Second Year of Planned Variation--1970-71.
277p.
1973. ED113011

This preliminary report evaluates the second year, 1970-71, of Head Start Planned Variation (HSPV), covering research methodology, description of the models, characteristics of the children, classrooms, and sites, estimated overall effects of the Head Start experience, differences in the effects of PV and comparison classrooms, and short-term effects of 11 Head Start program models. An attempt is made to answer the questions: (1) What are the short-term effects of a Head Start experience on children? (2) Are there discernible differences between the effects on children of a HSPV experience and a conventional Head Start experience? (3) Do PV models differ in their effects on Head Start children? Five outcome measures were used: three measures of cognitive achievement, one of general intelligence, and one of motor control. Major findings indicated that: the Head Start experience substantially increased children's test scores on all five outcome measures; that children who had prior preschool experience gained less overall than children whose first year of preschool was in Head Start in 1970-71; and that there seemed to be no consistent differences among Mexican American, black, and white children in their Head Start gains on the five outcome measures. No differences in effects were found between the HSPV programs and the comparison Head Start programs.
Principal Author: Marshall S. Smith.

Index codes 1 13 21 5 25 82

749

Huron Institute. Cambridge, Massachusetts.
Implementation of Head Start Planned Variation: 1970-71. Part I.
283p.
1973. ED082834

This report is Part I of a study of program implementation in 12 models of Head Start Planned Variation. Chapters examine (1) how well models are implemented, using sponsor ratings of teachers as the data source; (2) the factors which may influence the extent to which models are implemented, such as sponsor input, staff reaction and input, and the context in which implementation is undertaken; (3) the correlations between the factors which explain variations in levels of implementation; and (4) what the model classrooms are like in practice, using classroom observation data. Included are a summary of findings, recommendations for future implementation studies, and data tables.

Principal Authors: Carol VanDeusen Lukas; Cynthia Wohlleb.

Index codes 1 13 84

750

Huron Institute. Cambridge, Massachusetts.
Implementation of Head Start Planned Variation: 1970-1971. Part II.
122p.
1973. ED082835

This volume of appendices is Part II of a study of program implementation in 12 models of Head Start Planned Variation. It presents details of the data analysis, copies of data collection instruments, and additional analyses and statistics. The appendices are: (A) Analysis of Variance Designs, (B) Copies of Instruments, (C) Additional Analyses, (D) Means and Standard Deviations, (E) Factor Analysis of the Consultant Site Assessment, (F) List of Fifty-one Classroom Observation Variables, and (G) Means and Standard Deviations for Classroom Observation Variables.

Principal Authors: Carol VanDeusen Lukas; Cynthia Wohlleb.

Index codes 2 13 84

751

Huron Institute. Cambridge, Massachusetts.
Federal Programs for Young Children: Review and Recommendations. Volume 1: Goals and Standards of Public Programs for Children.
570p.
1973. ED092230

This document is the first part of a comprehensive study designed to review existing data about child development and the evaluation data of programs for children in order to propose recommendations for Federal program planning. Two major goals of the work reported in this section (Volume 1) are: (1) to arrive at an adequate definition of "disadvantage," or more specifically, those kinds of factors in childhood for which Federal intervention seems warranted, and (2) to review the kinds of scientific evidence that might justify and direct government intervention. The section has six chapters. Chapter 1 is an introduction to the study, with discussion of the approach that is used. The notion of discrete public purposes as determinants of the larger goals of Federal programs is explained. Chapter 2 presents an historical review of American public programs, focusing around the public interests that are commonly behind the programs. Chapter 3 discusses research evidence that supports early intervention, as well as conflicting views on this issue. Chapter 4 analyzes data concerning connections between childhood events and outcomes in adolescence and adulthood. Chapter 5 reviews measurement indices available for evaluation of educational, child development, and family programs. Finally, Chapter 6 offers a discussion of the health issues involved in intervention on behalf of children which parallels the preceding analysis of psychological and family intervention.
Principal Author: Sheldon H. White.

Index codes 83 1 99

752

Huron Institute. Cambridge, Massachusetts.
Federal Programs for Young Children: Review and Recommendations. Volume 2: Review of Evaluation Data for Federally Sponsored Projects for Children.
446p.
1973. ED092231

This document is the second part of a comprehensive study designed to review child development data and program evaluation data so that proposals for Federal program planning can be made. This section (Volume 2) consists of five chapters that review project evaluation data in the five major modes of child intervention. Chapter 1 looks at evaluation data of Federally sponsored early childhood education programs, including Follow Through, the national network of Research and Development Centers, and Performance Contracts experiments. Chapter 2 focuses on preschool intervention of the sort now implemented under Head Start. Chapter 3 reviews current knowledge about the influence of day care on child development, when intervention occurs with children between 0-3 years. Chapter 4 is concerned with family intervention, based on evaluation data of programs involved in parent education, parent training, family therapy, and provision of social services. The final chapter reviews data arising from evaluation of health care projects.
Principal Author: Sheldon H. White.

Index codes 1 99 83

753

Huron Institute. Cambridge, Massachusetts.
Federal Programs for Young Children: Review and Recommendations.
Volume 3: Recommendations for Federal Program Planning.
329p.
1973. ED092232

This document is the third part of a comprehensive study designed to review child development data and a program evaluation data so that proposals for Federal program planning can be made. This section (Volume 3) includes a series of three chapters directed at future program management. The first chapter examines the bases for present and proposed preschool and day care programs, and makes recommendations to optimize program utility. The second chapter recommends general directions for the planning of services for children. The final chapter discusses a possible organization of future research work that might provide input into program management and program planning.
Principal Author: Sheldon H. White.

Index codes 83 3 12 20

754

Huron Institute. Cambridge, Massachusetts.
Federal Programs for Young Children: Review and Recommendations.
Volume 4: Summary.
40p.
1973. ED092233

This document is the fourth and final part of a comprehensive study designed to review child development data and program evaluation data so that proposals for Federal program planning can be made. This section (Volume 4) provides a summary of the topics, findings, and recommendations of the other three parts of the study.
Principal Author: Sheldon H. White.

Index codes 83 3 12 20 99

755

Huron Institute. Cambridge, Massachusetts.
The Persistence of the Head Start Planned Variation Experience.
1974. HS200270

The purpose of this follow-up study was to measure model persistence in Head Start Planned Variation classrooms.
Principal Authors: Anne Coolidge Monaghan; Carol Lukas.

Index codes 1 13 82

756

Huron Institute. Cambridge, Massachusetts.
Short Term Cognitive Effects of Head Start Programs: A Report on the Third Year of Planned Variation--1971-72.
509p.
1974. ED093497

This report focuses on three main questions: (1) To what extent does a Head Start experience accelerate the rate at which disadvantaged preschoolers acquire cognitive skills? (2) Are the Planned Variation models, simply by virtue of sponsorship more effective than ordinary nonsponsored Head Start programs? and (3) Are some Planned Variation models particularly effective at imparting certain skills? The first chapter gives an overall picture of the Head Start Planned Variation study, while the second chapter summarizes data concerning background characteristics and distribution of test scores. Chapter 3 provides a general discussion of methodological issues and some of the major difficulties resulting from the study design. Chapters 4-7 attempt to present a picture of the pattern of overall effects of various programs through ranking analysis, residual analysis, analysis of covariance, and resistant analysis. The final chapters explore the question of whether the relative effectiveness of various programs is related to certain child background characteristics, such as sex, ethnicity, age, prior school experience, and mother's education. One major conclusion drawn as a result of the intermodel comparisons was that Head Start programs are quite homogeneous in their ability to promote general cognitive development.
Principal Author: Herbert I. Weisberg.

Index codes 1 12 13 21 83

757

Huron Institute. Cambridge, Massachusetts.
Head Start Planned Variation in Retrospect.
1974. HS200268

This study examined the impact of Head Start Planned Variation by studying which aspects of each model continued to be implemented over time.
Principal Author: Anne Coolidge Monaghan.

Index codes 1 12 13 82

758

Huron Institute. Cambridge, Massachusetts.
Implementation in Head Start Planned Variation: 1971-72.
97p.
1974. ED113013

This report on model implementation during the third year (1971-72) of the Head Start Planned Variation experiment concentrates on the development of measures of implementation. Measures are examined individually in terms of design and use, strengths and weaknesses, and findings obtained, and agreement among raters on the extent of implementation is discussed. A comparative analysis of consultant checklists, sponsor checklists, sponsor overall ratings, teacher perceptions, and sponsor ratings is presented. Proposals to improve implementation measures include a contractual agreement between evaluators and those responsible for treatment implementation, field testing of implementation measures prior to their use, and systematic training of raters. The report concludes that substantial problems remain with implementation measurement, that some models may never fit into a quantified, easily observable measure, and that there may always be an element of subjectivity in assessing the extent to which a program is implemented. Appendices comprise site to site variation in levels of implementation and the 1971-72 implementation measures.
Principal Authors: Carol VanDeusen Lukas; Cynthia Wohlleb.

Index codes 1 12 13 82

759

Huron Institute. Cambridge, Massachusetts.
Head Start Planned Variation Evaluation Instruments in the Form of Program Description.
1975. HS200269

This is a collection of evaluation instruments designed specifically to assess each Planned Variation model implementation.
Principal Author: Anne Coolidge Monaghan.

Index codes 82 2 13

760
Huron Institute. Cambridge, Massachusetts.
The Follow Through Planned Variation Experiment. Volume V: A Technical History of the National Follow Through Evaluation.
365p.
1977. ED152426

This report presents a technical history of the National Evaluation Study of the Follow Through Planned Variation Model. The last in a five volume series dealing with Follow Through evaluation activities, this volume is devoted to examining the major issues confronting the evaluation and the attempts made to resolve these issues. Chapter I provides an overview of the history of the Follow Through program and the national evaluation, delineating the changing relationship between the two and assessing the effects of this changing relationship on each. Chapter II shows how the national evaluation has narrowed to focus mainly on one sort of question -- about a subset of the Follow Through planned variations -- which represents but one of the conceptions of what is most important about Follow Through. Chapter III recounts how major national Follow Through evaluation studies have gone about answering the main questions asked, and how they have employed the treatment-control experimental paradigm to compare the effects of the Follow Through Planned Variation treatments. Chapter IV discusses how the evaluation has handled analyses of parent interview and teacher questionnaire data. Chapter V presents a summary of the analysis report and offers two types of conclusions from it: an overview of the substantive findings of the national evaluation and a commentary on the accomplishments of the evaluation.
Principal Author: Walt Haney.

Index codes 81 2 13 12 20 10

761
Huron Institute. Cambridge, Massachusetts.
The Follow Through Planned Variation Experiment: Volume V. Appendix: Analysis of Interim Follow Through Evaluation Reports.
373p.
1977. ED152427

This report is the appendix to the last volume in a five volume series on the National Evaluation Study of the Follow Through Planned Variation Model. The appendix is organized in three sections. Section I provides detailed summaries of five major national follow through evaluation reports not published as part of this series. Section II is an annotated bibliography of more than 50 other evaluation reports funded by the United States Office of Education since the inception of the program. Section III contains unannotated citations for other documents concerning follow through, including congressional hearings and reports, items from the Federal Register, reports for the Government Accounting Office, follow through evaluation technical papers and feasibility studies, follow through conference reports, books and articles, theses, papers presented at meetings and conferences, follow through-related materials produced by state departments of education or school districts, and follow through sponsor monographs.
Principal Authors: John Villaume; Walt Haney.

Index codes 99 81

762
Huron Institute. Cambridge, Massachusetts.
Longitudinal Evaluation of Head Start Planned Variation and Follow Through.
108p.
1977. ED157918

Both administratively and in terms of their evaluations, Head Start and Follow Through have been treated as separate programs. Follow Through was initially conceived, however, as an effort to preserve and augment Head Start gains. In this report, achievement test data on a set of children who participated in both Head Start and Follow Through are used to determine if Follow Through helps maintain the benefits of Head Start in the early elementary grades, and how the Head Start experience of children may have confounded efforts in the national evaluation of Follow Through to calculate program effects. Regarding the maintenance of benefits, Follow Through does maintain increased test scores on skills measured through the end of kindergarten. There are, however, no overall effects on skills measured in later grades. As for the question of measurement problems, there is probably a bias operating against Follow Through in general, and particularly in sites where the Follow Through group has a much higher proportion of Head Start children than the Non-Follow Through group. This bias is not overwhelming, but may be large enough to change the outcomes significantly for many sites. In addition, the design for data collection in Follow Through severely limits the ability to investigate how Follow Through has affected children's growth. Ignoring Head Start, and using one pre-test and one post-test forces a great burden on statistical adjustments. In retrospect, it would have been preferable to rely less on statistical manipulations of the data and more on tracing data for individual children across several time points.
Principal Authors: Herbert I. Weisberg; Walt Haney.

Index codes 1 10 13 21 11 81

763 Huston-Stein, Aletha; et al.
The Relation of Classroom Structure to Social Behavior, Imaginative Play, and Self-Regulation of Economically Disadvantaged Children.
Child Development, 1977, 48(3):908-916.
EJ168263

The relation of amount of adult-directed activity to children's social, play, and task behaviors was examined for 141 children in 13 Head Start classes.

Index codes 1 13 19 81

764 Hutinger, Patricia; Bruce, Terri.
Indiana University. Institute for Child Study. Bloomington, Indiana.
The Effects of Adult Verbal Modeling and Feedback on the Oral Language of Head Start Children.
19p.
1970. ED047793

This study examines some variables that may affect two aspects of syntax in Head Start children: the use of descriptors and the use of complete sentences. Thirty-six children were assigned to six experimental conditions in a design which varied adult verbal modeling, feedback, and sex. Children given adult verbal modeling produced significantly more adjectives, placed them correctly more often and produced more grammatically complete sentences than Ss given no model. The Ss given discrimination learning showed consistently superior performance over Ss given indiscriminate praise. Sex differences, except for one, were nonsignificant. A retention test, 12-14 days later, showed that results attributable to main effects stood up over a period of time, but were not significantly different from scores obtained immediately after learning.

Index codes 1 23 82

765 Hutton, Jerry B.
Practice Effects on Intelligence and School Readiness Tests for Preschool Children.
Training School Bulletin, 1969, 65(4):130-134.
HS100186

This article presents the analysis of scores obtained on three screening tests administered to 68 children during the fourth week of a summer Head Start program. The purpose of the study was to investigate the practice effects of two different tests with Head Start children.

Index codes 2 21 82

766 Hutton, Jerry.
Relationships Between Preschool Screening Test Data and First Grade Academic Performance for Head Start Children.
Dissertation Abstracts International, 1970, 31(1-B):395.
HS200187

The purpose of this study was to explore the relationships between screening test data and the first grade academic performance of children who were enrolled in a Head Start program. The Slosson Intelligence Test, Sprigle School Readiness Screening Test and the Screening Test and Academic Readiness were administered to 176 children who were attending the 1967 summer Head Start program. A classroom behavior form was filled out by the teachers at the end of the program. The academic performance data were collected at the end of the spring semester of first grade. Scores used were from the basic reading tests in the basic readers for first grade, Reading GPA, Arithmeic GPA, and Pass/Fail.

Index codes 1 21 83

767 Hutton, Jerry B.
Relationships Between Teacher Judgment, Screening Test Data and Academic Performance for Disadvantaged Children.
Training School Bulletin, 1972, 68(4):197-201.
HS200188

The purpose of this study was to explore the relationships between three screening tests, teacher judgments, and academic performance for disadvantaged children. Subjects for the study were enrolled in a summer Head Start program.

Index codes 1 12 21 82

768 Hyman, Irwin A.; Kilman, Deborah.
First Grade Readiness of Children Who Have Had Summer Head Start Programs.
Training School Bulletin, 1967, 63:163-167.
PS100189

This paper reports findings that are part of a longitudinal study of the effects of educational intervention of developmental factors which may be related to cultural-familial retardation. The Head Start group was composed of 20 children.

Index codes 1 8 11 21 82

769 Hyman, Irwin A.; et al.
Developing Criterion Referenced Assessment for Head Start: Theoretical and Practical Considerations.
17p.
1977. ED132201

Testing with minority and disadvantaged populations in America has resulted in widespread abuse. Theorists have historically viewed tests as instruments for upward mobility in a system in which doors are often opened by parental wealth and status. Predictive validity of tests has not properly accounted for problems in correlational techniques which accrue when low socioeconomic minority groups who tend to live in homogeneous clusters are considered within the general population. One solution to the lack of norm referenced groups which reflect the homogeneity of minority groups is the use of criterion referenced tests which are useful for both diagnosis and teaching. A criterion referenced approach has been developed over a five year period. The results have been used for pre- and post measures for assessing efficacy, for individual instruction, for screening children for further assessment, and as a general guide to help teachers understand individual needs. The test was developed by the Head Start staff and is periodically updated. Factor analysis suggests a specific language factor and a general readiness factor. Internal consistency has run consistently over .88 for administration by college sophomores. Problems of design and implementation are discussed.

Index codes 2 17 21 25 24 81

Hyman, Irwin.
For other entries by this author see Index of Co-authors.

770 Inano, Mitsuko.
Food Choices, Physical Measurements and Psychobehavior of Low-Income Children and Their Mothers.
Arkansas Farm Research, July-August 1981. p.11.
HS200908

The main objective of this study, conducted with Head Start mothers and their children in Pulaski County and the Arkansas River Valley, was to examine the relationships among the participants' food choices, their physical measurments, and their psychobehavior. Foods often missing from the diets served by the mothers were fruits and vegetables rich in vitamin C and from the milk group. Soft drinks were frequently served as the beverage at meal time. Analyses of physical measurements by race indicated that the mean heights of Black mothers and White mothers were alike. The mean weight of Black mothers was greater than that of White mothers. Measurements of the children showed a similar trend. The assessment of children's psychobehavior indicated that many were independent and preferred physically-involved activities to less physically-involved activities. Twenty closed-end questions were asked to assess internal and external orientation of mothers. Many mothers were found to be internally or self-oriented rather than environment-oriented. Additional analyses of the data are needed before a final assessment can be made of the effects of psychobehavior or food habits and physical measurments.

Index codes 82 1 5 7

771

Institute for Educational Development. New York.
Project Head Start at Work. Report of a Survey Study of 335 Project Head Start Centers, Summer, 1965.
56p.
1966. ED036311

A national observer team surveyed 335 Head Start centers during an 8-week summer period to locate useful innovations and developments in preschool education methods which might have future implications for the whole educational system. Team reports agreed that the programs had been more successful in bolstering the social and emotional needs of the children than in the advancement of their intellectual skills. The interaction of the preschoolers with their teachers and teacher aides, whether these were teenagers or adults, was critically important in establishing an acceptable learning environment. Contact with older persons able to respond quickly to children's questions and needs for attention encouraged and reinforced development. Male teenage aides were especially valuable as many of the children did not have satisfactory father contacts at home. It was generally agreed that the essential training and experience in preschool education could be given in inservice programs or in short institute sessions. Learning by doing was stressed by all centers, and adolescent, parent, and community involvement in the educative process was suggested by the survey report.

Index codes 1 13 81

772

Institute for Educational Development. New York.
An Analytic Report on a Sample of Full-Year Project Head Start Programs: 1966-67.
243p.
1968. HS100864

This report presents analyses of data collected by the thirteen Head Start Evaluation and Research Centers in 1966-67. The authors caution that Project Head Start is not a uniform effort, and therefore generalizations made from these data would be inappropriate. Data were gathered on approximately 2200 children, 250 teachers and 134 centers.

Index codes 82 1 21 20

773

International Training Consultants, Inc. Denver, Colorado.
Developmental Assessment Instruments: Survey and Identification of Head Start Practices and Needs. Interim Report.
130p.
1977. ED145948

This interim report presents the background, procedures, and preliminary results of a national survey of Head Start directors and teachers, focusing on the extent of use of developmental assessment procedures and instruments, staff perceptions of their usefulness and of unmet needs, and the relationship of selected variables to the use of assessment procedures and instruments. A review of related literature presents information on the history of Head Start, current legislation, educational accountability, legal trends, issues in testing, and training. Data on developmental assessment practices were collected on two questionnaires sent to 1900 Head Start directors and 1900 Head Start teachers. Results presented here reflect data from 773 teachers and 657 directors from center-based programs. Statistics describing the structural characteristics of the programs, training and experience of teachers, and language and ethnic/racial composition of classes are provided. Other data reported indicate that assessment procedures and instruments are widely used, that observation is regarded as the most useful procedure, and that at least 35% of instruments used are locally developed. Additional findings and an extensive bibliography are included. Appendix is available separately through ERIC.

Index codes 1 12 20 82

774
International Training Consultants, Inc. Denver, Colorado.
Developmental Assessment Instruments: Survey and Identification of Head Start Practices and Needs. Final Report.
1978. HS200552

Based on work which included a literature review, a field study using questionnaires and site visits, and an instrument review, this final report begins with a discussion of the contract requirements, questions and assumptions of the study, limitations on the study, and data collection. The historical and social context of the study includes educational accountability, legal issues, issues in testing, and training of teachers and staff. The working paper "Classroom Developmental Assessment: The Link Between Testing and Teaching" represents an effort to explain in nontechnical terms the process of classroom developmental assessment. The methods and procedures used in the investigation are detailed; the major components are field study, literature review, instrument review, and consultant assistance. The findings of the study are presented in groupings consisting of background information on programs, classrooms, directors, teachers, and children; status report on assessment practices, including assessment instruments; report on investigations of relationships of assessment practices to selected variables; and site visits. Conclusions and recommendations are presented.

Index codes 84 2 21 16

Irons, Peter H.
Irvine, David.
Irwin, John V.
For other entries by these authors see Index of Co-authors.

775 Jackson, Dollie.
A Comparison of the Academic Achievement in Grades Two and Three of Children Who Attended An Eight -Week and An Eight -Month Head Start Program.
Dissertation Abstracts International, 1970, 31(4-A):1512.
HS200190

The purpose of this study was to evaluate the effects of Head Start on the academic achievement of those participating. There were four groups: (1) lower class children in 8-week Head Start class; (2) middle class children in 8-week class; (3) lower class children in 8-month program; and (4) middle class children in 8-month private kindergarten. The California Achievement Test was used.

Index codes 1 12 21 84

Jacobs, Sylvia H.
For other entries by this author see Index of Co-authors.

776 Jacobson, Claire; Drije, Carla.
Role Relations Between Professionals and Paraprofessionals in Head Start.
Journal of Research and Development in Education, 1972, 5(2):95-100.
HS200192

This paper focuses on work relations between teachers and aides and between social workers and social service aides, using data obtained from indepth interviews, classroom observations, and meetings at two Head Start centers. The study examines the professionals' attitudes towards paraprofessionals, role definitios, and roles performed by paraprofessionals, the kind of work ethic which develops, and the effects of employment on paraprofessionals.

Index codes 1 12 82

Jacobson, Claire.
Jacobson, Elaine.
For other entries by these authors see Index of Co-authors.

777 Jacobson, Joan M.; et al.
Switching Requirements in A Head Start Classroom.
Journal of Applied Behavior Analysis, 1969, 2(1):43-47.
HS100194

In this study two experiments were conducted by the mothers of the children in a Head Start classroom. Both examined the effects of a switching task on the frequency with which children moved from one activity area of the classroom to another.

Index codes 1 13 15 19 82

Jacobson, Joan M.
For other entries by this author see Index of Co-authors.

778 Jannusch, Marlene Rose.
The Development and Implementation of Research Techniques and Curriculum Aids Designed for the Head Start Children in the Black River Falls, Wisconsin, Winnebago Community.
Dissertation Abstracts International, 1975, 36(12-A):7745.
HS200195

The purpose of the study was to create a relevant curriculum packet of educational experiences and activities for the 20 Head Start children in the Winnebago community.

Index codes 1 13 83

779 Jensen, John L.
Maternal Attitudes of Low Socioeconomic Groups Toward Public Elementary Schools.
Dissertation Abstracts International, 1970, 31(1-A):105-106.
HS200196

The aim of this study was to determine the attitudes of mothers in low-income groups toward public elementary schools and to describe the relationships between participation of children in Head Start programs and the attitudes of their mothers, as well as the relationships between the communities in which they live and the attitudes of mothers, and the relationships between ethnic background and the attitudes of mothers.

Index codes 1 15 83

780 Jensen, Philip K.; et al.
Evaluating Compensatory Education: A Case Study.
Education and Urban Society, February, 1972, :211-233.
HS200861

This analysis attempted to assess the impact of a long-range compensatory education program in Newark, New Jersey. Using an array of data from a five-year period and a variety of statistical devices, the authors found no observable gains in reading level, school attendance or IQ scores. For the most part, achievement was measured by standardized tests. However, when course grades were used as a measurement criterion, plan students markedly outperformed their controls. From the fact that males eventually outgained females, the authors hypothesized that plan children learned social adjustment skills rather than academic skills. These social skills allowed children to incorporate "cues" for successful classroom behavior.

Index codes 82 1 12 21 19

Jerome, Chris H.
Johnson, Carmen A.
For other entries by these authors see Index of Co-authors.

781 Johnson, Dale L.; Johnson, Carmen A.
Comparison of Four Intelligence Tests Used With Culturally Disadvantaged Children.
Psychological Reports, 1971, 28(1):209-10.
HS200197

In this study responses to three brief intelligence tests, the Slosson Intelligence Test, the Peabody Picture Vocabulary Test, and the Draw-A-Man Test were compared with scores on the Stanford-Binet from 29 Head Start children.

Index codes 2 24 82

782 Johnson, Dave.
A Follow-Up Study of Pupils From the Brevard County Full Year Head Start Program Who Entered the First Grade in the Brevard County Public School System.
Dissertation Abstracts International, 1971, 31(12-A):6343.
HS200198

The purpose of this study was to determie how effectively the Brevard County full year Head Start program met the needs of the children participating in it by preparing them to make adequate adjustments upon entering first grade. A group of 137 Head Start and 141 non-head Start children were tested using the American Guidance Service First Grade Screening Test, the Western Psychological Services, Child Behavior Rating Scale and the Stanford Achievement Test Battery.

Index codes 1 21 83

Johnson, Edward E.
For other entries by this author see Index of Co-authors.

783 Johnson, Henry.
Clavis Montessori Schools. Fullerton, California.
The Effects of Montessori Educational Techniques on Culturally Disadvantaged Head Start Children.
77p.
1965. ED015009

To determine whether significant differences exist in skill performance as a result of Head Start experience and to determine whether these differences exist between two ethnic groups, 17 Anglo-American and 62 Mexican-American culturally disadvantaged children were pre-tested and post-tested during the summer of 1965 in connection with six-week Head Start programs in Costa Mesa and Fullerton, California. Five teachers using modified Montessori materials stressed three developmental areas, (1) perceptual-motor, (2) social-emotional, and (3) intellectual-academic. Seven instruments were used to test the program's effectiveness--Gesell Maturation Index, Mateer Inversion Test, tests of dominance, teacher rating scale, Goodenough-Harris D-A-P, Peabody picture vocabulary test, and wide range achievement test. Results showed that certain handicaps do exist among culturally disadvantaged children prior to school experience and that positive gains occurred when enrichment experiences were provided. Greatest gains were in the areas of intellectual-academic and social-emotional skills. Ethnic differences appeared in the linguistic skills limitations of the Mexican-American children. Need for medical and dental attention was apparent in both groups. Future provision should be made for continued preschool education and wider dissemination of health services.

Index codes 1 13 25 16 21 5 83

Johnson, Henry.
Johnson, James A., Jr.
For other entries by these authors see Index of Co-authors.

784 Johnson, Jerry; Peevers, Barbara.
The Effects of a Head Start Program on Maternal Attitudes and Behaviors.
29p.
1979. ED175534

This research is part of an ongoing evaluation of the impact of the Butte County, California, Head Start program on mothers' child rearing behaviors and values, self esteem, and attitudes regarding family ideology. A total of 103 mothers of children enrolled in the Head Start program were given pre- and post-program interviews by their child's teacher as part of a regularly scheduled home visit. Questions were posed regarding child rearing behaviors in the following situations: (1) the child accidentally breaks something; (2) the child intentionally disobeys; (3) there is conflict between the child and an adult; (4) there is conflict between the child and another child. In addition, a question was directed at techniques used most frequently for general control of the child's behavior. Questions designed to assess self esteem and attitudes toward contemporary child rearing values, woman's role, and the authoritarian family were also administered. Statistically significant differences were found on responses to accidental breakage and child-adult conflict, indicating greater strictness with more exposure to the program. For general control techniques, the significant difference was in the direction of less strictness. Certain demographic characteristics, such as mother's and father's education and job prestige scores, were significantly correlated with scores on the attitude and self esteem scales. Scores on these scales did not differ significantly with more exposure to the program.

Index codes 1 7 82

Johnson, Orval G.
Johnston, Sonya P.
For other entries by these authors see Index of Co-authors.

785 Jones, Bobbie J.; Miller, Louise B.
Four Preschool Programs: Their Lasting Effects.
15p.
1979. ED171415

This paper discusses the long-term effects of preschool experience on sixth and seventh grade students. Subjects (n=200) were primarily black, lower-SES, Head Start children who, in 1968-69, were randomly assigned to one of four preschool programs: Bereiter-Engelmann, Darcee, Montessori, and Traditional. In 1976-77, approximately 140 of the children were given the Wechsler Intelligence Scale for Children - Revised (WISC-R) and the Stanford Achievement Test (SAT). Overall "F" Tests on the achievement scores of sixth graders indicated two significant differences among programs on Reading Comprehension (p=.05) and Spelling (p=.05). Program differences on Reading Total scores were significant at the .10 level. Among seventh graders there were program differences on Reading, Spelling, and Language subtests (p=.10). Four multi-variate analyses of variance comparing the SAT Total Reading and Total Math scores and WISC-R Verbal and Performance IQ scores of children in each of the four programs indicated that the Montessori program was consistently superior to the other three programs, although these program differences were not statistically significant. Comparison of sixth and seventh grades shows that preschool program participants made average gains of 6 months in Total Reading and 1 month in Total Math. At grade seven, three groups remained 1 year behind grade level. The Montessori group was about a half year behind grade level. There were no significant IQ differences between the groups. Long-term program effects on achievement were found. Overall, children from the Montessori program consistently outperformed the others.

Index codes 1 11 13 21 81

786 Jones, James A.; et al.
Black Analysis, Inc. New York.
Learning and Self-Esteem Among Black and White Pre-Schoolers.
100p.
1975. ED122926

This study examined cognitive and affective development among children in ten preschool (Head Start) programs in the Boston area that varied in socioeconomic class, racial composition, and cultural emphasis. Data, collected over a two-year period, were compared in an effort to ascertain the effects of socioeconomic status and racism on the children. In three of the schools a self-concept training component was introduced. The main focus of this component was to test selected training techniques and materials with parents, teachers, and social workers for effectiveness in building self-esteem among black children. The Boehm Test of Basic Concepts, the Scamin Self Concept and Motivation Inventory, and a school observation form were used to measure cognitive and self-esteem. Results indicated that: (1) racial mixing appeared to have negative consequences for cognitive development among black and white preschool children when the school's cultural emphasis was white, but not when the emphasis was black; (2) middle-class children in racially mixed groupings showed superior mastery of conceptual knowledge in schools whose cultural emphasis was white, but not in those whose emphasis was black; and (3) the self-concept training component appeared to be successful. A copy of the school observation questionnaire is included among the appendices.

Index codes 1 13 16 21 83

Jones, Joanna.
For other entries by this author see Index of Co-authors.

787 Jones, Katherine L. S.
The Language Development of Head Start Children.
Dissertation Abstracts International, 1966, 27(5-A):1201.
HS100199

The purpose of the study was to determine if children who participated in Head Start kindergartens during the summer of 1965 showed a significant gain in language skills.

Index codes 1 23 83

788 Jones, Leroy; et al.
University Research Corporation. Washington, D.C.
CDA Pilot Projects: Innovations in Training.
154p.
1978. HS200787

Thirteen Child Development Associate (CDA) pilot projects submitted final reports which are the basis for this study. The reports are part of an effort to provide technical assistance services to Head Start Supplementary Training/CDA programs. Several aspects of the projects such as: planning and coordination, organization and management, curriculum and implementation are emphasized. Appendices include a glossary of terms and procedures, statistical information on interns, academic credit received for CDA participation, and publications by and about the projects.

Index codes 82 1 12

789 Jordan, June B.
OCD Urges Special Education's Support for New Head Start Services to Handicapped Children.
Exceptional Children, 1973, 40(1):45-48.
HS200200

This is a discussion of the new mandate to Head Start to include handicapped children in the regular classrooms. Issues discussed are: defining the handicapped and evaluating whether or not goals are realistic.

Index codes 3 8 82

790 Josephina, S.
Evaluation of Early Compensatory Education.
Peabody Journal of Education, 1970, 47(4):216-220. (EJ015539).
HS200201

This report presents data on 82 Head Start children in a summer program. Data are presented on five variables assessed at the end of the session: recognition of upper case letters out of sequence, recognition of numbers out of sequence, reproduction of four geometric figures, printing from copy (A-D-B-F-O) and printing from copy (5-2-1-4-7-3-6).

Index codes 1 21 82 3 20

791

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Review and Recommendations for the Test Battery.
95p.
1978. ED190221

The purpose of this part of the multimethod Head Start bilingual/bicultural curriculum evaluation (Juarez and Associates 1978), is to familiarize curriculum model developers with test and item analysis procedures used to select and recommend tests for evaluating curriculum models. Considerations and procedures (such as screening, comparing and determining best fit between tests and programs) used in choosing tests are indicated. Recommendations for measures to be included in the Head Start curriculum model assessment battery are made and test administration guides are provided. Materials related to the test selection effort, including lists of the curriculum models' characteristics, cross-model behaviors, sources of information, a list of language measures, test match forms, results of item analysis, and reviews of recommended and non-recommended measures are appended.
Principal Author: Beatriz Arias.

Index codes 2 25 83

792

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Field Supervisor Observations and Quality Control of Ethnographic Data.
154p.
1979. ED190220

This part of the multimethod Head Start bilingual/bicultural curriculum evaluation (Juarez and Associates 1979), provides a description of the procedures followed to ensure and maintain the quality of ethnographic data over time. Data collection procedures, including ethnographic notes, time and event samples, implementation forms, phone call updates and data analysis are discussed. Data quality control procedures such as field manual development, monitoring field notes, providing feedback to researchers, central processing, parallel observation, mid year reviews and final reviews are described. A brief description of the data collection plan and the rationale for the plan are also provided. The preliminary field manual, field note rating and implementation forms are appended.
Principal Authors: Ray Chesterfield; Jose Goncalves.

Index codes 2 25 83

793

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Pilot Study Results and Child Assessment Measures.
150p.
1979. ED190219

The purpose of this part of the multimethod Head Start bilingual/bicultural curriculum evaluation (Juarez and Associates, 1979), is to present the results of a pilot test of a battery of instruments to be used in assessing the effectiveness of four early childhood bilingual/bicultural curriculum models. The instruments pilot tested were the Bilingual Syntax Measure (second language acquisition), the CIRCO Subtests: Escuchen Este Cuento (Spanish language comprehension), the CIRCUS Subtests: Listen to the Story (English language comprehension), and the Preschool Inventory (English and Spanish concept development). Evaluation of the instruments focussed on three aspects: (1) the feasibility of successfully implementing the curriculum models in more than one setting; (2) the impact of each model on children enrolled in Head Start, on their parents, and on the Head Start teaching staff; and (3) the attitudes and opinions of Head Start staff and parents (who are in areas where the models are implemented) regarding the philosophy and objectives of each model and the quality of its programmatic contents. This document is concerned primarily with the second objective and presents a detailed analysis of the suitability of the field procedures and the appropriateness of the child impact assessment instruments. Also included are specific recommendations for improving both the procedures and the instruments during actual data collection.
Principal Author: Ray Chesterfield.

Index codes 2 25 21 15 7 83

794

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Report of the Pilot Study Results and the Training of Fieldworkers for the Ethnographic/Observational Component.
168p.
1979. ED190230

This report provides information on feedback from a consultant panel concerning the initial phase of the ethnographic component of the multimethod evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Adjustments made as a result of feedback are indicated. The document is organized into several sections. First, a brief review of the evaluation objectives is presented, followed by a summary of the evaluation approach developed by Juarez and Associates to achieve the objectives. The report continues with a discussion of the development of observational instruments to be used in the evaluation. A description of the recruitment and selection of the staff who will use the data collection instruments, and of the various components of the training of the field personnel, is then presented in detail. The report concludes with a series of recommendations for the remainder of the ethnographic component of the project. Several related sets of materials, such as a timeline, job descriptions, socioemotional rating scales and a list of training personnel are appended.
Principal Author: Ray Chesterfield.

Index codes 2 25 83

795

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. A Qualitative/Quantitative Data Gathering Approach (With Addendum).
130p.
1979. ED190222

This 1978 report advises concerned persons and agencies of the nature and extent of plans developed by Juarez and Associates to use qualitative data in the evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Contractual responsibilities, multimethod data collection strategies, objectives and procedures are described. Additionally, evaluation procedures, data management and analysis considerations as well as the integration of psychometric and ethnographic data in statistical analysis are discussed. An addendum to the report: (1) summarizes and integrates qualitative and quantitative aspects of the evaluation design, (2) describes procedures recommended for remaining phases of the contract, and (3) provides revisions to previous reports. Related materials are appended.
Principal Author: Thomas LaBelle.

Index codes 2 25 83

796

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Report of Pretest Results and Posttest Analysis Plan for the Quantitative Component.
146p.
1980. ED190218

The principal objective of this part of the multimethod Head Start bilingual/bicultural curriculum evaluation (Juarez and Associates, 1980) was to determine the effectiveness of four early childhood bilingual/bicultural curriculum models developed for Spanish-speaking children. The eight programs assessed had implemented the Alerta, Amanecer, Nuevas Fronteras or the Un Marco Abierto models. Each model was assessed at two sites. Evaluation of Head Start and control group children on selected measures of social competence with model program experience as the independent variable in a pre- and a posttest format was attempted. Areas of social competence tested as dependent variables included the four following domains: Spanish and English language comprehension and production, and concept development and socioemotional behavior. Additionally, a parent interview was designed to gather information on background characteristics of experimental and control group children and their families. Interviewers also sought information related to parents' general attitudes and knowledge, and their educational aspirations for their children. A questionnaire was developed to record teachers' perceptions of Head Start children and parents and, as well, the special characteristics of Spanish-dominant and bilingual Head Start children. In five chapters, the report provides (1) a review of the instruments and data collection procedures, (2) a presentation of the analysis plan, (3) the results of the pretest (forming the bulk of the report), and (4) an examination of alternatives for posttest analysis.
Principal Author: Roger Bolus.

Index codes 1 15 13 25 21 16 84

797

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Phase III, Part II: Appendixes to the Report of the Pretest Results and Posttest Analysis Plan for the Quantitative Component.
300p.
1980. ED190223

This document consists of appendices to the report of pretest results and the posttest analysis plan for the quantitative component of the multimethod evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Appendix A provides criteria for scoring mean length of utterance for the bilingual syntax measure. Appendix B presents the examiner's manual. The parent interviewer's manual, including both parts and the supervisor's copy, are given in appendices C, D and E. Parent and teachers' questionnaires are offered in appendices F and G, respectively. Appendix H presents reliability estimates for tests selected for inclusion in the Child Test Battery.

Index codes 2 25 84

798

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Models. Final Report. Executive Summary.
25p.
1982. HS200788

The impact of eight bilingual, bicultural Head Start programs was evaluated in a three-and-one-half-year study. Findings show greater improvement in both Spanish and English for Spanish-preferring children, and in English for English-preferring children. Chapters cover the background and goals of the program and the evaluation design and findings. Findings were derived from tests administered to the children and from interviews with parents and teachers. The curriculum models were judged to be transferable to different geographical, linguistic and cultural settings.
Principal Author: Ray Chesterfield.

Index codes 82 1 25 13 23 15

799

Juarez and Associates, Inc. Los Angeles, California.
An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Final Report.
500p.
1982. HS200783

Four models for bilingual, bicultural Head Start programs were tested in eight centers. This evaluation study is based on the third year of curriculum development activities. Results are given for language measurement tests administered to Spanish-preferring and English-preferring children. Other topics discussed include the attitudes of mothers toward the program, teachers' use of Spanish in the classroom, teacher attitudes, and ease of implementation of the models in different sites. Chapters cover the study design, the impact of the program on children, parents and teachers, and the implementation of the models. Extensive tables give test results and observation data.
Principal Author: Ray Chesterfield.

Index codes 82 1 25 13 7 12

Julia, Pere.
Kalbaugh, Janet C.
For other entries by these authors see Index of Co-authors.

800

Kansas University. Head Start Evaluation and Research Center. Lawrence, Kansas.
Comparative Studies of A Group of Head Start and A Group of Non-Head Start Preschool Children. Final Report.
43p.
1966. ED015013

Two groups of children attended the University of Kansas Nursery School for eight weeks. The morning class was held for 20 four-year-old children of middle-class families. The afternoon class was for 24 five-year-old children of low-income families. Three comparative studies were made. In Study I no change was found on the Peabody Picture Vocabulary Test in the middle-class group, whereas an increase in scores was found for the Head Start group. The preschool inventory showed the middle-class preschool group to be significantly higher in performance, but some changes did occur over the summer for the Head Start group. In Study II no overall differences were found between the groups on two discrimination learning tasks, but an interaction of group and sex was indicated. In Study III children judged to be low in social responsiveness were selected from the two groups, and their performance in a laboratory setting was assessed. The major differences between the Head Start and middle-class group in a baseline assessment appeared to be in vocalizations. A final implication of this study is that the persistent behavioral deficiencies of the Head Start children revealed in the baseline sessions appear to be reversible.
Principal Authors: Frances D. Horowitz; Howard M. Resenfeld.

Index codes 1 16 17 23 24 83

801

Juniper Gardens Children's Project. Kansas City, Missouri.
The Juniper Gardens Parent Cooperative Nursery. Final Progress Report.
38p.
1968. ED032920

Thirty children and their mothers from a poverty area of Kansas City enrolled in a Head Start parent cooperative nursery school. The mothers actively participated in a parent-training program consisting of tutorial training which a series of lessons designed to teach presented to the mothers. In lessons on classroom management the mothers learned to manage pupils and to provide good social learning experiences in group situations. The tutorial curriculum included 150 lessions covering primer level skills. Initially, mother responses to children indicated high rates of inappropriate tutorial behavior. The mothers were then coached to praise correct answers and to help children before they made mistakes. Because these mothers exhibited little skill in maintaining orderly, productive play with groups of children, a "Switching System" was introduced in which boundaries of activity areas were defined and children were required to complete an academic task before moving to another area. As a result, a quite, well-ordered environment was established. There are indications that behavioral deficits in poor children can be minimized by providing their mothers with limited teaching and management skills using positive reinforcement.

Index codes 1 15 13 81

802

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
A Nutritional Survey of Children in Head Start Centers in Central United States.
6p.
1967. ED042487

The purpose of this study was to investigate the effectiveness of a questionnaire in evaluating the nutritional status of Head Start children in rural, small city, and urban areas in central United States. The questionnaire, which was primarily concerned with the food preferences of the children, was filled out by the mothers of each of the 154 children in the study. Nutritional data was also obtained from analysis of one week's menus from each of the Head Start centers involved in the study. The only quantitative data obtained from the questionnaires was the amount of milk consumed by each child. Answers were so nutritionally favorable that it is suspected that the mothers may have given answers they felt they should give, rather than actual milk amounts. The foods reported as being preferred by the children are valuable sources of nutrients. The Head Start food programs, as reported in the menus, were nutritionally adequate for the one meal served. There were no significant differences in food preferences of the children in the three different areas studied nor in the types of food served in the Centers in these areas. The questionnaires proved to be of questionable value because of the paucity of data they generated concerning quantities of food, but the data was helpful in determining food preferences.
Principal Author: Marie Z. Cross.

Index codes 2 5 83

803

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
Anthropometric Measurements of Children in the Head Start Program.
3p.
1967. ED042488

This is a brief preliminary report of an anthropometric measurement study of a group of Head Start children. The areas of primary concern were patterns of tooth eruption and basic head and body dimensions. Permanent Head Start personnel were trained to make the observations and measurements. The sample consisted of 148 children (76 boys, 72 girls) between 4 years 4 months and 6 years 7 months old. The measurements taken included head length, head breadth, total facial width, total facial height, weight, height, acromial height, stylion height, dactylion height, suprasternal height, symphyseal height, and various dental observations. The following observations of tooth eruption patterns were made: (1) between 4 and 5 years, both boys and girls were consistently missing their first permanent molar, (2) between 5 and 6 years, girls showed the largest number of erupted 6-year molars and both central and lateral incisors, (3) girls were also missing their deciduous teeth at this age, and (4) between 6 and 7 years, boys catch up to girls in incidence of erupted 6-year molars and incisors. Actual data is not included in this report.
Principal Authors: William M. Bass; M. Scott Ferris.

Index codes 1 5 83

804

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
Final Report on Research Activities.
293p.
1967. ED021614

This document is the final report to the Institute of Educational Development for Head Start Research Evaluation Activities at the University of Kansas for 1966-67. It contains 16 separate reports of studies completed or in the process of completion.
Principal Author: Barbara C. Etzel.

Index codes 99 81

805

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
Report No. III, Effects of a Language Program on Children in A Head Start Nursery.
33p.
1967. ED021636

A compensatory language program was administered to 13 children, considered, for the most part, as culturally disadvantaged and linguistically deficient. These 13 children comprised the experimental group, while 12 other children were used as a control group. The ages of the children ranged from 3 years, 3 months to 5 years, 10 months. The average age of the experimental group was less than that of the control group. The experimental group was divided into three groups on the basis of language ability. The language program required the children to describe things, listen to the language models of the teacher, and imitate those models. Pretests administered at the beginning of the 5-month program were (1) the Illinois Test of Psycholinguistic Abilities (ITPA), (2) the Peabody Picture Vocabulary Test (PPVT), and (3) the Irwin Articulation Test. Only the ITPA and PPVT were given as posttests. The scores of the experimental and control groups on the ITPA and PPVT did not differ significantly except on two subtests of the ITPA, both of which tested grammar skills. Thus, it was concluded that the language program did produce some gain in the language ability of the experimental group. It was also found that the most able children at the beginning of the program benefited the most from the program.
Principal Author: Margaret C. Byrne.

Index codes 1 23 83

806

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
Report No. IV, A Comparison of Four Modes of Eliciting Brief Oral Responses from Children.
14p.
1967. ED021637

A 112-item Multi-Modal Articulation Analysis test was administered to 116 Head Start children ranging in age from 4 years, 6 months to 5 years, 5 months. The test involves presenting to the subject an object, or representation thereof, requiring a one-word response. Four modes of stimulus presentation were used: (1) actual objects, (2) black and white prints, (3) color prints, and (4) color transparencies. The children's responses to the 112 test stimuli were studied in terms of item recognition, response latency, articulatory accuracy, and subject preference for one of the four modes of stimulus presentation. The results showed that (1) item recognition improved with increasing age of the subjects and was not significantly affected by the mode of stimulus presentation, (2) response latency did not appear to be affected either by mode of stimulus presentation or age or sex of subject, (3) articulatory ability tends to increase with age, and (4) the subject preference was highest for the actual objects, lowest for the black and white prints. The data showed no significant differences in subject responding on the basis of sex.
Principal Author: John V. Irwin.

Index codes 1 21 23 81

807

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
Report No. IV, A Failure to Show an Involvement of Current Variables in the Response of Head Start Children in the Assessment of Intelligence by Means of the Stanford-Binet Test.
4p.
1967. ED021639

In order to investigate the effect of reinforcing subject responses to Stanford-Binet test items, regardless of whether such responses were correct or not, one-half of a sample of Head Start children were administered a standard Stanford-Binet test and the other half were administered the same test with the modification that responses were occasionally rewarded with M&M candies. Six months later the children were tested again under the two conditons. The average intelligence quotients for the two groups on the first testing were found not to be significantly different. This same result was found for the second testing. Thus, it appears that results from the Stanford-Binet test are insensitive to influences of possible interaction between subject responses and reinforcement or nonreinforcement of those responses.
Principal Author: Donald M. Baer.

Index codes 1 24 81

808

Kansas University. Head Start Evaluation and Research Center.
Lawrence, Kansas.
Report No. VIII, Physical Developmen of Children in the Head Start Program in the Central United States.
15p.
1967. ED021644

Information on the nutritional habits of 154 Head Start children from rural, small city, and metropolitan areas in the Central United States was obtained from questionnaires answered by the children's mothers. The information was restricted to what foods the children liked and disliked, except that a determination of the quantity of milk consumed per day by each child was attempted. In addition, a 1-week menu from each Head Start center involved was analyzed to check its nutrient sufficiency. The data indicated that over 80 percent of all children were reported as receiving three of more glasses of milk per day. There was no significant difference in preferences of foods between the three groups of children, now were there significant differences in the menus of Head Start centers in the three areas. The menus were all satisfcatory. It was concluded that if the children received their preferred food frequently, their nutritional needs would be met quite well, although no such indications of consumption quantities, other than for milk, were obtained. A short report on the anthropometric measurements of Head Start children is also included. Principal Author: William M. Bass.

Index codes 1 5 81

809

Kansas University. Department of Human Development. Lawrence, Kansas.
Head Start Evaluation and Research Center, University of Kansas.
Report No. X, Enhancement of the Social Reinforcing Value of a Preschool Teacher.
17p.
1967 ED021646

A teacher of young children may be able to exercise control over her pupils' behavior by temporarily associating herself with tangible means of reinforcement. This study investigates whether contingent (C) or noncontingent (NC) tangible reinforcement is more effective. Four Head Start and four middle class children were used as subjects. Their task was to name picture cards of animals. At first the subjects received only social reinforcement. In the condition the child was given the card if he named it, and under the NC condition he was just given some cards at the beginning of the task. On the basis of the quantity of nonattending behavior during each condition, it was determined that there was no significant difference in the responses of the two groups of children, though the middle class group consistently responded less. The C condition appeared to be the most effective of the three in minimizing pupil inattention. Both forms of tangible reinforcement enhanced the teacher's control.

Index codes 81 1 13 19

810

Kansas University. Head Start Evaluation and Research Center. Lawrence, Kansas.
University of Kansas: 1968-1969 Head Start Evaluation Report.
55p.
1969. ED071736

The application of behavior modification procedures by Head Start teachers in the classroom and the remedial application of programmed instructions to children with preacademic deficiencies were studied in 11 classrooms located in three Kansas towns--Lawrence, Topeka, and Kansas City. Data were collected throughout the 1968-1969 year on both the children and the head teacher. All children were pre- and post-tested on the Social Interaction Observation measure. One observer was assigned to each class. Four classes served as controls; one class received the remedial application of programed instruction; two classes had behavior modification procedures applied; and four classes were given both procedures. Seven children with special behavior problems were chosen by teachers in the behavior modification classes for study. Meetings were held once a week among the teacher, observers, and the Intervention Coordinator to discuss the progress of the child. Each individual study is described in detail, with six being successful in outcome. It is concluded that behavior modification can be effectively applied in Head Start classrooms. Teachers were able to increase verbal behavior, peer interaction, and duration in activities by applying the simple procedures of "priming" and "social reinforcement." Teachers were trained to use behavior modification principles effectively. Tables and figures provide the statistical data and samples of forms used.

Index codes 1 13 19 83

811

Kansas University. Head Start Evaluation and Research Center. Lawrence, Kansas.
The Modification of Teacher Behaviors Which Modify Child Behaviors. Progress Report.
22p.
1969. ED042499

This study on behavior modification training examined the effect of frequent feedback to reinforce a teacher's attending to appropriate child behaviors. Two Head Start teachers were selected as subjects. Baseline observations, training, and posttest observations were made of both teachers. Training involved feedback to the teachers every 10 minutes on the appropriateness of their reinforcing techniques. Data from observations indicated that feedback was an important factor in modifying the behavior of the teachers. In addition, teachers were equipped with hearing-aid type receivers, so that they could receive immediate and continual feedback. The dependent measure of this phase of the study was the behavior of the children the teacher was attempting to help. The desired teacher behaviors and student behaviors increased greatly. One of the teachers generalized to the entire class the lessons she had been taught for a specific target child. Measurement of teacher effectiveness through measurement of child behaviors appears worthy of further exploration.
Principal Authors: Carolyn L. Thomson; Margaret L. Cooper.

Index codes 1 13 12 83

812
Kansas University. Head Start Evaluation and Research Center. Lawrence, Kansas.
Summary of 1968 - 1969 Data. Progress Report No. 4.
90p.
1969. ED070530

This progress report of the Head Start program in three sample communities in Kansas--Kansas City, Topeka, and Lawrence--contains 1968-1969 data. There are 11 classes in the sample, with 137 eligible children (68 females and 69 males; 81 Negroes; 15 Mexican American, 40 Caucasian, and 1 Other); 46 of the children were under 48 months; 48 were 49 to 53 months; 36 were 54 to 58 months; and 7 were 59 months and over. Statistical analyses of common core instruments (Stanford Binet, Gumgookie, PSI, Animal House) are presented in tables. Pearson correlations for the total sample given all four pre- and post-test measures are provided, as is an analysis of factors affecting pre-Binet test performance. In addition, an Estimate of Child's Standing in Class upon School Entrance, Parent Opinions, and an Educational Attitude Survey are tabulated. Guidelines are given for evaluating Head Start children. Steps used to train and develop the evaluation staff are outlined. The final section of the document is a critique of the evaluation instruments used in the program.

Index codes 1 21 15 83

813
Kansas University. Department of Human Development. Lawrence, Kansas.
A Report on the Intensive Evaluation of the Planned Variation Head Start Program of Behavior Analysis.
1973. HS200159

This report summarizes research findings comparing Behavior Analysis Head Start to regular Head Start and to non-Head Start learning centers. Tables compare scores from different groups on the Wide Range Achievement Test, pre and post scores. Tables present data on teacher scores on Behavior Analysis Teacher observation.
Principal Author: C. Wallis Henning.

Index codes 1 12 13 21 82

814 Kapfer, Sherry.
Office of Child Development (DHEW). Washington, D.C.
Report of First National Home Start Conference.
60p.
1972. ED067155

The proceedings of the First National Home Start Conference are presented, based on reports of the sessions and activities of the meeting which was aimed at strengthening and supplementing child development in the home. Topics discussed include parent education, toy lending libraries, use of television, contributions of Head Start, early reading, bilingual education, Montessori resources, nutrition and health, Home Start as a force for social change, and staff roles. Reactions to and evaluation of the conference are also included, along with citations of media coverage, exhibitions, films, the keynote address, and a list of participants.

Index codes 3 9 5 25 13 7 5 83

815 Kapfer, Sherry.
Dingle Associates, Inc. Washington, D.C.
Report of Selected Sessions from the "Parents, Children and Continuity" Conference (El Paso, Texas, May 23-25, 1977).
94p.
1977. ED153731

This report of selected sessions from the national conference on "Parents, Children and Continuity" in May 1977 deals with topics of immediate concern to Home Start (home-based) Programs and Child and Family Resource Programs. It is based on notes taken at the conference sessions and consists of brief summaries of topics discussed. The conference itself focused on: (1) the most recent research findings pertaining to child development and family centered child development programs, and (2) program and research activities which emphasize continuity into the early school years. Topics highlighted in this report include assessing family needs, implementing home-based programs, individualizing services, parents as educators, bilingual-bicultural programs, single parents, teenage parents, handicapped children in home-based programs, and unique characteristics of urban and rural home-based programs.

Index codes 1 9 7 8 25 12 13 81

816 Karlson, Alfred L.
Are Head Start and Day Care National Alternatives? A Study of Head Start Programs That Converted to Day Care.
18p.
1971. ED131939

The purpose of this study was to learn about some of the substantive differences between Head Start and day care programs by identifying Head Start programs that had initiated day care services and then comparing similarities and differences before and after transition. The research strategy involved two phases: (1) identifying the national trend in all Head Start programs that had converted from part day operation to full day operation in 1969, 1970, and 1971, and (2) selecting a representative sample of programs that had made the conversion. In the entire sample, only 19 had converted to day care, 10 of which were selected for intensive study. Findings are presented under the following headings: (1) Interview Data, (2) Decision Making Which Led to Conversion, (3) Changes in Program Objectives, (4) Specific Problem Areas Identified in Interviews as a Result of Change in Operating Characteristics, (5) The Working Mother, and (6) Facilities.

Index codes 1 18 12 81

Karlson, Alfred L.
For other entries by this author see Index of Co-authors.

817 Katz, Edward Mark.
Texas Women's University.
A Comparison of Intellectual and Social-Emotional Developmental Differences Between Head Start and Non-Head Start Children in Selected Primary Grades.
Dissertation Abstracts International, 1974, 36(9):Section A, 5929.
HS200383

The differences between economically disadvantaged children who had been in the Denton independent school district's Head Start program and their more advantaged classmates were investigated. A rating scale was developed which was made up of 10 intellectual and 10 social/emotional characteristics. Teachers in the first, second, and third grades were asked to rate each of their students according to these characteristics. Children were ranked as below average, average, or above average. Ratings for each group were compared to the expected ratings for each group to determine the presence or absence of significant differences. Significant differences were found in only 2 of the 20 intellectual characteristics and both concerned language development. In the social/emotional area only one characteristic, that of forming close attachments, showed the presence of significant differences. The null hypotheses was accepted for the 17 characteristics that showed no statistically significant differences.

Index codes 1 21 16 81

818 Katz, Lillian.
A Study of the Changes in Behavior of Children Enrolled in Two Types of Head Start Classes.
Dissertation Abstracts International, 29(5-A):1476.
1968. HS100205

The study compared the effect of an approach to preschool education which focused on personal and social developmental objectives with an approach designed to facilitate later academic achievement, referred to as a teacher-structured approach. The extent to which children select their own activities and the child behaviors and attributes rewarded by teachers were investigated in each of two six-week summer Head Start programs.

Index codes 1 13 19 83

819 Katz, Lillian G.
Children and Teachers in Two Types of Head Start Classes.
Young Children, 1969, 24(6):342-349.
HS100203

Two approaches to preschool education--traditional and experimental--and the corresponding teacher-role characteristics were compared to study (1) the extent to which the children select their own activities and (2) the way in which the teachers express approval and reward children's behavior. Children's behavior in the classroom was measured on Child Behavior Study Instruments. Teachers were also observed in the classroom to determine whether the teachers really behaved according to the specifications of their respective class-type. Observations indicated some teachers failed to apply fully the approach intended for the experimental class-type. The effects of traditional class-type, the effects of the classes which were supposed to have been experimentalist and the implications of the research findings are discussed. More refined studies of teacher behavior and style are urged.

Index codes 82 1 13 19

820 Katz, Lillian G.
Teaching in Preschools: Roles and Goals.
Children, 1970, 17(2):42-48.
HS200204

A review of research and evaluation studies in early childhood education which have been reported since 1960, yielded few which were based on direct observation of the classroom or on attitudes and backgrounds of preschool teachers. Evaluation has generally been based on tests administered to the children before and after programs. The concepts of maternal, therapeutic and instructional roles and warm and cold personal styles in teaching, and their relationship to academic and intellectual goals are discussed. Results of two studies show the importance of style aspects such as flexibility and warmth in the realization of intellectual goals as demonstrated in a problem-solving task. The relationship of the parent's expectations for the child and the role and style of the teacher requires adaptation in order to encourage the parent in a supportive role.

Index codes 82 3 13

821 Katz, Lilian G.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
The Enabler Model for Early Childhood Programs.
16p.
1971. ED066223

More than 20 alternative curriculum models for early childhood education have been developed. One of the more recently developed is the enabler model, which is intended to provide regular on-site support, guidance and assistance to a local community for the implementation of preschool, day care and/or other early childhood programs. The enabler model has two phases: (1) the period of initiation, and (2) the period involving on-going maintenance of the Head Start programs. During the first period, the enabler meets with all community groups to be involved in the program. During the second period, the enabler's role shifts toward helping the local groups realize their goals. In sum, the six basic functions of the enabler are: supplier of information, interpreter of the program, link between all segments of the community, a source of support, a demonstration agent,and a neutralizer of conflict. It is probably easier to implement the enabler model when the enabler does not live and work in the community to be served.

Index codes 83 1 12

822 Katz, Lillian G.
Helping Local Head Start Staff and Parents Plan Their Own Program: The Enabler Model.
Child Today, 1972, 1(6):20-3.
HS200206

This is a discussion of the implementation of the Enabler Model which helps local Head Start staff and parents design their own program.

Index codes 1 12 82

823 Katz, Lilian G.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Perspectives on Early Childhood Education.
24p.
1972. ED068203

On looking back at Head Start and other early childhood program plans, it is felt that several false assumptions have been made, the most obvious being the idea that poor children are understimulated; another is that poor children can be stereotyped, although there are relationships between poverty and health problems and language development. The proliferation of curriculum models that have been developed to stimulate the child are said to have resulted in increasing polarization of curriculum goals: skills, knowledge, and personal strengths and resources. Distinctions are drawn between the authoritarian and authoritative teacher, between teaching and performing, between children having fun and getting satisfaction, and between excitement and learning. Instead of trying to foster excitement in children, it is stated that a more valuable purpose in education would be to strengthen a child's capacities for sustained interest and effort. Introducing things to children because they are exciting is a pervasive quality of American society, but it is pointed out that this will not produce real learning needed to overcome social, psychological, and economic problems.

Index codes 13 17 5 23 13 83

824 Katz, Lilian G.
Florida State Department of Education. Tallahassee, Florida.
Early Childhood Re-Visited.
Paper presented at the Administrators' Conference, Atlanta, Georgia, June 1972. 29p.
ED088574

This booklet presents a discussion of some moral and philosophical aspects of issues in early childhood education, beginning with a look at the development of Project Head Start. Current educational research is interpreted and distinctions are made between academic and intellectual goals, between achieving and learning, between performing and teaching, and between excitement and sustained interest. Some principles are suggested for teachers to remember: (1) goals and objectives really count, (2) attend to how children feel, (3) problems in education are also problems in society, (4) support a leader selected because he is competent, (5) identify your own assignment and do it well, (6) when meeting with colleagues and leaders, identify the problem to be solved (not the personalities), (7) remember the distinction between selling an idea and teaching, and (8) don't expect quick results. Finally, it's more important to inspire a mother's confidence in her child than to do what is pedagogically proper.

Index codes 83 3 12

825 **Katz, Lilian G.**
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Where Is Early Childhood Going?
17p.
1973. ED073826

Future expansion in the field of early childhood education is seen to lie in a reorientation of research and development. This reorientation is that of conducting more research "on" practice. Answers to be sought by research "on" practice in Head Start curriculum models relate to what factors (variables) exist that either inhibit or facilitate the implementation of each model. Four broad classes of variables are: model variables, modeler variables, teacher and staff variables, and general on-site variables. Brief examples of each variable potentially affecting implementability of curriculum models are outlined. In addition to research "on" practice, it is also felt that there should be a modification of the focus of the research and development efforts concerning teachers and teaching. Included in these efforts should be causes of teacher behavior. Causes related to role relationships--teacher behavior determined by children, parents, other school personnel--and causes related to the larger social context should be examined. It is hoped that a sociology of early childhood education will be developed. References are provided.

Index codes 3 13 12 83

Katz, Lilian G.
For other entries by this author see Index of Co-authors.

826 **Keach, Everett T., comp.**
Education and Social Crisis: Perspectives on Teaching Disadvantaged Youth.
New York: Wiley; 1967. 413p.
HS100872

The editors have gathered a collection of readings that focu
of the disadvantaged, the implications of that culture for s
kinds of efforts made by education to mitigate the impact of
press operating on these students. The book is divided into
sections: Cultural Values and Family Life of Disadvantaged
Facing Disadvantaged Youth in the Schools; and Programs and
the Educational Needs of Disadvantaged Youth. Suggestions f
response to the challenge are offered, and the editors provi
to each section.

Index codes 82

827 **Kean, John M.**
The Impact of Head Start: An Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development by Victor G. Cicirelli. (A Review).
Childhood Education, 1970, 46(8):449-452.
HS200207

This article reviews the Westinghouse Study, first giving information on the design, sample, use of instruments and specific recommendations. The author then discusses limitations of design and neglected variables, and unwarranted conclusions.

Index codes 2 21 82

828 Kearney, Nancy.
Attitude Change of Project Head Start Parents.
Dissertation Abstracts International, 1969, 30(3-A):1021.
HS100208

This study was designed to test educational attitude changes of parents who have a child or children who participated in Project Head Start. The instruments used were an educational attitude scale and an interview guide. A culturally deprived sub-community was chosen for the sample population (dividied up into two groups: those with a child/children who participated in Head Start, and those who had a child with no Head Start experience.

Index codes 1 15 83

Keislar, Evan R.
For other entries by this author see Index of Co-authors.

829 Kennedy, Mary M.
Findings From the Follow Through Planned Variation Study.
Educational Research, 1978, 7(6):3-11.
EJ186216

Nearly 20 education models were studied in an effort to determine varying patterns of effects of educational programs in different settings. Children's academic achievement was measured from kindergarten through third grade in each model program. The study's design, methodology, and findings are reported in this article.

Index codes 82 1 10 13 21

830
Kentucky State Dept. of Education. Frankfort, Kentucky.
Kindergarten Education in Kentucky.
140p.
1972. ED087560

A review of kindergarten programs (state, private, parochial and federally assisted) is set forth in four sections: (1) kindergarten programs in Kentucky public graded schools, (2) non-district public, private and parochial graded schools, (3) kindergarten and nursery school enrollment in private pre-school centers, and (4) federally-supported Project Head Start programs for the disadvantaged. The purpose of this report is (1) to provide a comprehensive survey of the existing programs of pre-primary education as a benchmark for future development, (2) to recognize the dedicated effort of public schools and the private sector to meet the challenging needs of the pre-school age child with local funds and whatever categorical aid is available, and (3) to encourage study by state and local agencies of the potential role of kindergartens in helping to reverse the high incidence of negative trends as expressed by delayed entrance, grade retention, dropout rate, and future career retraining. Documentary tables are shown in Appendices A-E.

Index codes 1 20 83

Kettner, George.
For other entries by this author see Index of Co-authors.

831 Kierscht, Marcia S.; Vietze, Peter M.
Test Stimuli: Representational Level With Middle-Class and Head Start Children.
Psychology in the Schools, 1975, 12(3):309-313.
HS200210

Head Start and middle income children were asked to label three forms of stimuli: objects, colored pictures and line drawings, in an attempt to determine differences in capacity to recognize and label stimuli. The stimuli were taken from commonly used assessment instruments.

Index codes 1 21 82

832 Kiesling, Herbert J.
The Value to Society of Integrated Education and Compensatory Education.
Georgetown Law Journal, 1973, 61:857-869.
HS200840

Findings of studies designed to evaluate the impact of desegregation on black students are reviewed and criticized. The Coleman Report of 1966 and research reanalyzing it are discussed. Material on compensatory education covers evaluations of the Head Start program, including the Westinghouse study (1969) and the General Electric Company study (TEMPO). The role of the social scientist in policy-making in these areas is considered and it is concluded that this role should yield to a principle of voluntarism which would permit maximum choice on the part of citizens.

Index codes 82 3 12 20

Kilman, Deborah S.
For other entries by this author see Index of Co-authors.

833 Kinard, Jesse.
The Effect of Parental Involvement on Achievement of First and Second Siblings Who Have Attended Head Start and Follow Through Programs.
Dissertation Abstracts International, 1975, 35(9-A):5914.
HS200211

This study sought to determine whether there would be a significant difference in the achievement scores of first and second siblings as a result of parental involvement and duration in a comprehensive Head Start program. Subjects were 170 pairs of siblings and their parents who had attended Head Start and Follow Through programs. Achievement tests were administered to the siblings and questionnaires were used to determine level of parental involvement.

Index codes 1 7 15 21 83

834 King-Elkan, Susan.
Head Start in Otsego County, New York. Oneonta, New York.
A Follow-Up Study of Head Start Children With Special Needs.
68p.
1981. HS200893

This report is the result of a study conducted to determine
Head Start children with special needs fared after the concl
participation in the program. Among the questions asked wer
participants are now, 2) how they are doing, 3) what service
receiving, 4) how the parents and children feel about their
experience, and 5) what more Head Start could do toward the
confidently.'

Index codes 82 1 7 19

Kiraly, John, Jr.
For other entries by this author see Index of Co-authors.

835 Kirk, Girvin E.; Hunt, J. McVicker.
Social Class and Preschool Language Skill: I. Introduction.
Genetic Psychology Monographs, 1975, 91(2):281-298.
HS200213

This series of studies concerns the relative validity of two explanations of why children of parents of poverty do poorly in school: (1) because they enter with a dialect different from standard English (which complicates the task of learning to read); (2) child-rearing conditions limit the number and variety of experiences, resulting in a cognitive deficit, and a deficit in semantic mastery. These studies use several strategies to investigate these hypotheses (e.g., performance of semantic mastery tasks and tests).

Index codes 1 17 23 82

836 Kirk, Girvin E.; et al.
Social Class and Preschool Language Skill: II. Semantic Mastery of Color Information.
Genetic Psychology Monographs, 1975, 91(2):299-316.
HS200212

In this study Head Start children and four-year olds of college educated parents were administered a test of perceptual identification. The main purpose of the study was to compare the percentages of Head Start children in their fifth year who show semantic mastery of color information with the percentage of nursery school children who show such mastery. A further examination was made as to race differences and sex differences in semantic mastery of color information.

Index codes 1 21 82

Kirk, Girvin E.
For other entries by this author see Index of Co-authors.

837 Kirk, Samuel A.; Elkins, John.
Identifying Development Discrepancies at the Preschool Level.
Journal of Learning Disabilities, 1975, 8(7):417-419.
HS200214

This paper describes a procedure of using the average deviation from the child's mean scaled score on the ITPA to determine significant developmental discrepancies in preschool children. Subjects for the study were 101 Head Start children.

Index codes 82 2 8

Kirk, S. A.
For other entries by this author see Index of Co-authors.

838

Kirschner Associates, Inc. Albuquerque, New Mexico.
A National Survey of the Impacts of Head Start Centers on Community Institutions.
270p.
1970. ED045195

The objectives of the research project described in this report are: (1) to determine if there have been changes in local educational and health institutions relevant to the objectives of Project Head Start; (2) to determine if local Head Start centers were influential in bringing about relevant changes in community institutions; (3) to analyze how Head Start was involved in the institutional change process; and (4) to describe the different impacts on community institutions of various Head Start characteristics and approaches. Field research was undertaken in a national sample composed of 58 communities with full-year Head Start programs and seven communities with little exposure to Head Start. Intensive studies in 42 of the Head Start communities revealed that individuals and groups associated with Head Start programs had been involved in bringing about changes in health and educational institutions. A total of 1,496 changes consistent with Head Start goals and philosophies were identified. Examples of changes are: increased involvement of the poor with institutions, greater employment of local people in paraprofessional occupations, more educational emphasis on the particular needs of the poor and minorities, and modification of health services and practices to serve the poor more effectively.

Index codes 1 6 15 84

839

Kirschner Associates, Inc. Los Angeles, California.
A National Survey of the Parent-Child Center Program.
539p.
1970. ED048933

This research report is a description and analysis of the development and status of the first year of operation of the Parent-Child Center (PCC) program within Project Head Start. The perspective of the report is national, individual centers being regarded as illustrative examples of the national program. Because of the early stage of development and complexity of PCC activities, little attention is focused on outcomes and impacts. The conclusions and recommendations offered in this report must be considered in the context of the evolutionary nature of PCC. Chapter titles include: Organizational Development of the Parent-Child Centers; The Physical Facilities; The Parent-Child Center Staff; The Families Served; Programs for Children; Programs for Parents and Other Family Members; Health Services; Social Services; and Cost Analysis. Six extensive appendixes, 45 tables, 12 graphs, four figures, and a bibliography are provided. Principal Author: Irving Lazar.

Index codes 1 12 20 14 5 15 83

840

Kirschner Associates, Inc. Los Angeles, California.
A National Survey of the Parent-Child Center Program. Selected Narrative Reports.
399p.
1970. HS200871

Included here is an Introductory Statement and Analysis by
20 reports prepared by field research associates. Each
Parent-Child Center. These reports were selected for
because they represented a common type of PCC or because the
events, developments, problems, or achievements considered
significant and interesting.

Index codes 82 1 15

841

Kirschner Associates, Inc. Albuquerque, New Mexico.
A National Survey of the Impacts of Head Start Centers on Community Institutions. Summary Report.
23p.
1970. ED046516

This pamphlet is a capsule commentary on the Kirschner field research project which attempted to obtain a greater understanding of Head Start's role in influencing community health and educational programs. The general goals for Head Start are summarized and expanded to include objectives unique to this survey. Specifically, the Kirschner project hoped to illuminate the general question of how to achieve changes in local institutions utilizing a nationwide educational innovation as the intervention strategy. Field work in 42 communities representing high, medium, low, and no levels of Head Start activity identified four kinds of changes consistent with Head Start programs and policies. The 1,496 changes, when pinpointed, could be distributed into four categories: (1) increased decision-making, (2) greater employment, (3) greater educational emphasis, and (4) modification of health services. Although institutional changes took place in a complex social environment, Head Start did seem to have a generally positive influence in modifying local institutions so they became more responsive to the needs and desires of the poor.

Index codes 1 6 84

842

Kirschner Associates. Washington, D.C.
To Evaluate the Overall Effectiveness of Project Head Start Training and Technical Assistance Programs (Nationally). Final Report. Volume I.
606p.
1975. ED127030

This report is an assessment of the overall effectiveness of the Project Head Start Training and Technical Assistance Program (T/TA) in achieving Head Start objectives and improving program quality. Analysis in the report focuses on the overall management process, delivery system, quality of training and technical assistance provided, and its effects on the program. More than 1000 interviews were conducted with program directors, OCD personnel, community leaders, providers (medical consultants, etc.), and others, and their perceptions formed the basis of this report. A total of 30 programs were selected as volunteers for on-site programs. Methodology is described in detail, and findings and conclusions are presented under the following headings: Head Start Objectives and Policy and Guidance (at the national and regional level); Need Assessment and T/TA Planning, Provider Selection, Control of Providers, Evaluation of T/TA, Satisfaction with T/TA, T/TA Resources Utilized, Effects of T/TA, Excellence of T/TA, Target Groups, Content Categories (social services at the national, regional and local level); and supportive resources and special categories such as nutrition and psychological services (at the local level). Also included is a section on direct funding. Many tables are included.

Index codes 1 12 82

843

Kirschner Associates. Washington, D.C.
To Evaluate the Overall Effectiveness of Project Head Start Training and Technical Assistance Programs (Nationally). Final Report. Volume II.
31p.
1975. ED127031

This report consists primarily of an executive summary of the findings of a study undertaken from July 1974 to September 1975 by Kirschner Associates, Inc. for the Office of Child Development, Department of Health, Education and Welfare, in order to assess the overall effectiveness of the Project Head Start Training and Technical Assistance Program (T/TA). The study addresses itself to the following questions: Are the Head Start objectives formulations, policy and guidance development, need assessment processes, T/TA planning, provider selection process, quality controls, and the evaluation system all appropriate and effective? How effective is the T/TA delivery system? What is the quality of T/TA and what are its effects? Also included: a brief explanation of the methodology of the study, a short discussion of the advantages and disadvantages of directly funding local programs so they can purchase their own T/TA, and recommendations for change or improvement in all the aforementioned areas.

Index codes 1 12 82

844

Kirschner Associates. Washington, D.C.
To Evaluate the Overall Effectiveness of Project Head Start Training and Technical Assistance Programs (Nationally). Final Report. Volume 3: Appendix.
356p.
1975. ED149866

This document contains the appendices for the final report of.the evaluation of overall effectiveness of the Project Head Start Training and Technical Assistance Programs. Included are a detailed matrix showing which questions from the various interview guides and instruments were used in analyzing data; copies of the interview guides used with national office staff, regional office staff, and regional providers; and copies of the OMB-approved interview instruments used with national, regional and local providers as well as with local program directors, staff, parents, and community leaders.

Index codes 2 12 81

845

Kirschner and Associates. Washington, D.C.
An Assessment of Head Start Supplementary Training Programs In Providing Child Development Associate Competency Based Training. Volume I: Executive Summary - National Survey.
37p.
1978. ED164099

This executive summary briefly outlines the methodology used and data collected in the National Survey of Head Start Supplementary Training/Child Development Associate (HSST/CDA) Competency Based Training Programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Three sets of survey questionnaires--one set each for project managers, field supervisors, and trainees--were distributed and self administered. Questionnaire findings are presented briefly in a question and answer format under the following general headings: characteristics of the program, characteristics of the trainees, assessment (the number of trainees receiving the credential), and opinions of program participants about the effects and strengths of the CDA Training Program. Conclusions derived from the findings are reported and policy requirement considerations for HSST/CDA contractors/grantees are briefly addressed.
Principal Authors: Ann Gilman; Diane Signatur.

Index codes 1 12 82

846

Kirschner and Associates. Washington, D.C.
An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume II: Final Report - National Survey.
91p.
1978. ED164100

This final and inclusive report discusses the findings of a national survey of training programs which were intended to prepare Head Start classroom staff to meet the competency requirements of the Child Development Associate (CDA) Credential. Self-administered survey questionnaires for project managers, field supervisors, and trainees were distributed to all Head Start Supplementary Training (HSST/CDA) programs. Major findings were presented under the following categories: (1) Characteristics of the Training Institution, including data on types of funded training programs and geographic areas served; (2) HSST/CDA Cost Information, providing data on funding methods of the program, program costs and money spent by CDA trainees; (3) Characteristics of HSST/CDA Staff, including functional responsibilities of the staff and demographic and job experience data on field supervisors; (4) Characteristics of CDA Trainees, including demographic and job experience data, other sources of training, and types of jobs held; (5) Characteristics of the CDA Training Programs, including general information, program components, training techniques, types of academic credit, and amount of time used for training, (6) CDA Assessment, including the number of people assessed for the CDA certificate, (7) Respondent Opinions on effects of the program, greatest program strengths, and program areas needing improvement. Conclusions are reported and policy requirement considerations for HSST/CDA contractors/grantees are briefly addressed.
Principal Authors: Ann Gilman; Diane Signatur.

Index codes 1 12 82

847
Kirschner and Associates. Washington, D.C.
An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume III: Appendix - National Survey.
117p.
1978. ED164101

Summary statistics and questionnaires are presented in this appendix to the Final Report of the National Survey of Head Start Supplementary Training/Child Development Associate (HSST/CDA) Competency Based Training Programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Summary statistics for all items on each of the three survey questionnaires (the HSST/CDA Project Manager's Questionnaire, the Field Supervisor/Trainer's Questionnaire, and the Trainee's Questionnaire) are presented in tabular form. Frequency tallies for appropriate items are presented for each federal region and for all regions together. Means for respondents in each federal region and for total respondents are presented for items addressing ordinal or interval data. Also included are copies of each of the three survey instruments.
Principal Authors: Ann Gilman; Diane Signatur.

Index codes 1 12 82

848
Kirschner and Associates. Washington, D.C.
An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume IV: Case Studies of Eight HSST/CDA Training Programs.
83p.
1978. ED164140

These case studies describe the design and implementation of eight selected Head Start Supplementary Training/Child Development Associate (HSST/CDA) programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Each case study, selected for its training methods, funding mechanisms, and geographic location is divided into two major sections. The first section consists of background information, including a description of the CDA Training Institution overseeing the program, the Head Start agency served, methods of funding and trainee characteristics. The second section discusses the CDA Training Program, including: staff responsibilities, format for training, training content and materials, procedure for awarding credit, methods of assessment and plans for program modification. Programs selected as case studies include the Region XVI Education Service Center, the Pinellas County Head Start Child Development and Family Services, Inc., the Tulare County Department of Education, University of Maryland-Baltimore County, Elmira College, University of Southern Maine-Maine Children's Resource Center, Iowa State University, and the University of Washington.
Principal Authors: Ann Gilman; Diane Signatur.

Index codes 1 12 82

849

Kirschner Associates, Inc. Washington, D.C.
Grantee Management Status Report: The Grantee Management Assessment and Improvement Project.
265p.
1979. HS200003

In an effort to improve administrative management in the Head Start program, a sample of grantees and regional offices were studied to identify management problems and to develop approaches and materials to improve management practices. The principal focus is the Head Start Director in the grantee organizaton and enhancement of the Director's ability to exert effective program management. Five program management functions and their variables are discussed: (1) operational planning and budgeting (annual grant application planning, delegate agency planning, special planning activities, auditing); (2) administration (organizaing and controlling operations according to work plans and objectives; office procedures, equipment and supplies, communications); (3) personnel management (policies and procedures, supervision and leadership, motivation and morale, staffing, interviewing and hiring, staff salaries and development, communication with program staff); (4) community relations (public relations and the Head Start image, resources and working relations, volunteers); and (5) program review and analysis (self assessment validation instrument, review and analysis of program goals and objectives). The management practices of Head Start programs by the Administration for Children, Youth and Families and the Office of Human Developmen Services are also discussed. Recommendations address management deficiencies and suggest actions for improving grantee management functions.

Index codes 1 12 84

850

Kirschner Associates, Inc. Washington, D.C.
The Grantee Management Assessment and Improvement Project: Financial Management Analysis Report.
140p.
1979. HS200010

In the course of this study, the authors developed a framework for good financial management within the Head Start Program. The report takes the perspective of identifying the problem areas from the viewpoint of the Head Start Director. Beyond the introductory chapter, the report consists of six chapters which parallel the six principal financial management functions associated with the Head Start operating cycle.

Index codes 1 12 14 84

Kitano, Harry.
For other entries by this author see Index of Co-authors.

851 Klein, Jenny.
Head Start Planned Variation Program.
5p.
1969. ED038170

There is little agreement concerning which methods of preschool intervention are most effective. In order to evaluate several approaches to early childhood education, Project Head Start, in conjunction with Project Follow Through, has initiated the Planned Variation program. This year only a pilot project is underway with eight schools participating. These are (1) University of Kansas, where Bushell uses a behavior analysis approach; (2) University of Illinois, where Becker and Engelmann use a structured, academic approach; (3) Bank Street College, where Gilkeson presents a developmental approach with emphasis on self-direction; (4) University of Arizona, where Henderson stresses behavioral skills and attitudes; (5) Ypsilanti, where Weikart relies on Piaget's cognitive theories; (6) University of Florida, where Gordon uses the concept of the parent-educator; (7) Far West Lab, where Nimnicht relies on the autotelic discovery approach; and (8) Education Development Center, wnere Armington follows on action-oriented approach. Evaluation will involve comparison of the development of children participating in the above programs with that of children attending regular Head Start programs within the same community or in a similar community.

Index codes 3 13 81

852 Klein, Jenny W.
Head Start: Intervention for What?
Educational Leadership, 1971, 29(1):16-19.
HS200215

In this article, the author takes an overall look at Head Start, briefly reviewing research evaluation attempts. The Planned Variation experimental program is explained.

Index codes 3 13 82

853 Klein, Jenny W.
Head Start: National Focus on Young Children.
National Elementary Principal, 1971, 51(1):98-103.
HS200216

The article begins with a quick historical perspective on Head Start and then discusses its basic components of local community involvement, a comprehensive approach, the educational section, social services, health and nutrition, and career development. Finally, the author focuses on research and evaluation of Head Start and its effects on the field of Early Childhood Education.

Index codes 3 20 82

854 Klein, Jenny W.
Planned Variation in Head Start Programs.
Children, 1971, 18(1):8-12.
HS200220

In this article, the Planned Variation experimental program is described. Each model is briefly defined and implementation and evaluation plans are discussed.

Index codes 1 12 13 82

855 Klein, Jenny W.
Making or Breaking It: The Teacher's Role in Model (Curriculum) Implementation.
Young Children, 1973, 28(6):359-366.
EJ085000
The importance of individual differences among preschool teachers in implementing curriculum models is discussed. Interaction between the role expectations associated with a model and individual teacher styles accounts for the variation found within any one model. No matter what model is implemented, teacher variables largely determine degree of model success.

Index codes 1 13 82

856 Klein, Jenny W.; Randolph, Linda A.
Placing Handicapped Children in Head Start Programs.
Child Today, 1974, 3(6):7-10.
HS200219
This article is a discussion of the placement of handicapped children in Head Start classrooms and the advantages which result for the child.

Index codes 1 8 82

857 Klein, Jenny W.
Mainstreaming the Preschooler.
Young Children, 1975, 30(5):317-327.
EJ123099
The article describes ways of identifying the handicapped and integrating them with "normal" children. Advantages, potential problems and the apparent impact of mainstreaming are discussed briefly.

Index codes 1 8 82

858 Klein, Jenny W.
Parent Involvement--Can It Succeed.
Educational Comment, 1976, 5-16.
EJ143379
This article discusses the parent involvement component of Head Start which has influenced current thinking about early childhood programming and resulted in a re-evaluation of the importance of the family in the child's education and development.

Index codes 81 3 15

Knight, Sarah S.
For other entries by this author see Index of Co-authors.

859 Kogan, Kate L.; Wimberger, Herbert C.
Sex Role and Relative Status in the Relationship of Mothers to Children.
Perceptual and Motor Skills, 1969, 29:782.
HS200876
In a study of mother-child social interaction, 10 pairs of Head Start subjects and 10 pairs of middle and upper-class comparison subjects were observed in unstructured play situations. The data were rated according to several dimensions of interpersonal behavior. The results demonstrate a strong differential relationship between the amount of high-status control and social reinforcement afforded by sex.

Index codes 82 1 19

860 Kopple, H.
Head Start Parents in Participant Groups--Practical, Yes, Sufficient, No.
Journal of Applied Behavioral Science, 1974, 10(2):250-259.
HS200221

This is a commentary on an article which discusses the use of the participant group method.

Index codes 81 3 15

Kowatrakul, Surang.
For other entries by this author see Index of Co-authors.

861 Krown, Sylvia.
Preschool Programs for Disadvantaged Children.
Children, 1968, 15(6):236-239.
HS100222

In this article a visitor from Israel reports her impressions of preschool programs for disadvantaged children. Included is a discussion of Head Start's innovations, as well as the implications of such programs for Israel.

Index codes 3 20 82

862 Kruse, Roger E.; Nelson, Robert J.
Tulsa Public Schools. Tulsa, Oklahoma.
A Follow-Up Evaluation Report Early Childhood Development and Summer Head Start 1975-76.
1977. HS200869

This report attempts to compare children from the Early Childhood Development Center and Head Start program to other children as they enter kindergarten. Comparisons relating to a child's mastery of a skill, their weight, height, number of days present and what pre-kindergarten program they attended are presented through the use of various tables. The Early Childhood Development Center and the Tulsa Summer Head Start programs are designed to offer activities and help in improving the home environment of low and moderate income area pre-kindergrten children. It is anticipated that early childhood programs for these children will increase their level of development to equal that of children from moderate to high income areas.

Index codes 82 51 19 21

863 Kuipers, Judith Lee.
The Differential Effects of Three Parent Education Programs on the Achievement of Their Children Enrolled in an Experimental Head Start Program.
Dissertation Abstracts International, 1970, 30(12-A):5321.
HS200223

The purpose of this study was to train teachers to educate mothers to work with their children in the home in order to further linguistic skills, intellectual performance and self-concept development.

Index codes 1 12 15 83

Kuipers, Judith L.
Kurland, Midian.
For other entries by these authors see Index of Co-authors.

864 Kuzma, Kay J.
The Effects of Three Preschool Intervention Programs on the Development of Autonomy in Mexican-American and Negro Children.
Dissertation Abstracts International, 1970, 31(4-A):1623-1624.
HS200224

The major objectives of this study were: (1) to determine if there were measurable differences in autonomy between Mexican-American and Negro children; (2) to determine the effects of three different programs on the development of autonomy; and (3) to determine the relationship between intelligence and different aspects of autonomy. Head Start children were used in the sample.

Index codes 1 16 21 25 84

865 Kuzma, Kay J.; Stern, Carolyn.
The Effects of Three Preschool Intervention Programs on the Development of Autonomy in Mexican-American and Negro Children.
Journal of Special Education, 1972, 6(3):197-205.
HS200225

In this study it was hypothesized that both Mexican-American and Negro children would show significant differences between pre-and post scores on measures of intelligence and autonomy at the end of a seven week Head Start program.

Index codes 1 16 24 25 81

866 Kyle, David; et al.
Maryland University. College of Education. College Park, Maryland.
Case Studies of Children in Head Start Planned Variation, 1971-1972.
122p.
1973. ED085095

This document presents case studies of children from five preschools of Head Start's Planned Variation Program. The case studies are designed to reflect the meaning of the preschool experience for each individual child, with emphasis on changes in self concept, concepts of the world, interpersonal interactions, and task-oriented behavior. Children were chosen as subjects through teachers' and Head Start Directors' recommendations. The studies were based on information collected in direct observations in the preschool centers; interviews with parents were also utilized. In all, case studies of 20 preschoolers are included. Each study describes the child, how Head Start has been helpful, and what else the program might do for the child.

Index codes 1 13 16 21 82

LaBelle, Thomas.
For other entries by this author see Index of Co-authors.

867 Lahey, Benjamin B.
Modification of the Frequency of Descriptive Adjectives in the Speech of Head Start Children Through Modeling without Reinforcement.
Journal of Applied Behavioral Analysis, 1971, 4(1):19-22.
HS200226

In this study a modeling technique was used to modify the speech of Head Start children, in particular to increase the frequency of descriptive adjectives in the children's spontaneous speech. After describing the contents of each of four boxes of toys, subjects were divided into two groups, one of which heard E using descriptive adjectives to describe the same boxes, the second for which E used no adjectives at all.

Index codes 1 13 23 82

868 Lamb, Howard E; et al.
Delaware University. Newark, Delaware.
The Development of Self-Other Relationships During Project Head Start.
181p.
1965. ED015008

Project Head Start was conceived in part to increase the ordinarily reduced number of connections between the child and other people. Four questions were asked. (1) Would the development of self-social constructs of Head Start children differ from the development of children in a control group? (2) Would Head Start children develop appropriate social trust? (3) Would the teachers' cognitive styles affect the development of self-social constructs? (4) Would the teachers' perceptions of Head Start children affect the development of self-social constructs? Two-thirds of the students, or 978 children in the Delaware Summer 1965 Head Start programs were given a pre-test on eleven tasks from the self-social symbols tasks, and 945 of the children were post-tested; 100 non-Head Start children of a comparable background were used as a control group and tested in their homes at the same time as the Head Start students. Eighty pairs of children were pre-tested on a sharing task measuring social trust, and 20 pairs were post-tested. Results of the tests showed that the Head Start experience produced positive changes in self and self-other relationships. Head Start children gained a perception of self as being similar to others and tended to maintain self as central. Controls showed a shift toward lower self-esteem and a lack of change from a self-different to a self-same response.

Index codes 1 13 16 83

869 Lambert, Carroll.
This Is Me!
Childhood Education, 1969, 45(7):381-384.
HS100228

This article written by a Head Start consultant discusses different factors and methods to help a child develop a positive self-concept.

Index codes 1 16 82

870 Lambert, Carroll C.
Teacher and the Curriculum for Preschool Children in Head Start.
Dissertation Abstracts International, 1970, 30(9-A):3833.
HS200227

The purpose of this study was to develop an appropriate curriculum which would utilize the most effective approaches to helping the Head Start child benefit most fully from a program of compensatory education.

Index codes 1 13 83

871 Lamp, Robert E.; Traxler, Anthony J.
The Validity of the Slosson Intelligence Test for Use With Disadvantaged Head Start and First Grade School Children.
Journal of Community Psychology, 1973, 1(1):27-30.
HS200229

This study reports on the concurrent and predictive validity of the Slosson Intelligence Test with Head Start and first grade disadvantaged children. In addition, descriptive and normative data for 231 Head Start and first grade school children are provided.

Index codes 2 24 82

872 Lancer, Cynthia A.; et al.
Urban Institute. Washington, D.C.
Healthy, That's Me: Evaluating Use of Health - Education Materials for Preschool Children.
6p.
1974. HS200502

The experience of the Head Start program with the health education curriculum guide, "Healthy, That's Me," is evaluated. The curriculum guide, which is directed toward Head Start children, parents, and teachers, addresses the total physical and emotional well-being of the child. It consists of five study units taught by a classroom teacher, seven handbooks for parents, and a book for the children. The researchers selected eleven experimental Head Start centers in which "Healthy, That's Me" was used and 11 comparison Head Start centers in which other health education materials or no health education materials were used. Structured interviews were conducted with teacher trainers, staff, and parents in site visits to the centers. Examples of the measures used to compare the experimental and comparison centers included: the proportion of teachers who felt prepared to discuss a variety of health related topics; the proportion of teachers who felt their Head Start students had an adequate awareness of health-related topics; the proportion of teachers who were able to identify how common childhood diseases can be prvented and what their symptoms are; the proportion of teachers and parents who were able to describe specific first aid techniques; and the proportion of children who brushed their teeth after breakfast and before going to bed. The study found the potential benefits of using the curriculum guide are substantial and the cost is low.

Index codes 1 5 13 81

873 Lane, Mary B.; et al.
Evaluation of the Head Start Orientation Training Program.
California Journal of Educational Research, 1967, 18(1):32-39.
HS100656

The purpose was to determine the degree to which the orientation and classroom practice of the teacher participants was influenced by the Head Start Training Program. Of the volunteers, 127 are included. The preschool orientation training instrument was used to evaluate the effectiveness of the program. It is evident that within a training program as short as 6 days, significant shifts can occur in teachers' approaches to preschool children. Further, such changes occur regardless of the previous preparation of the teachers.

Index codes 1 12 81

Lanham, Fritz.
For other entries by this author see Index of Co-authors.

874 Larsen, Janet J.
Yes, Head Start Improves Reading.
15p.
1972. ED079693

This study evaluated the effect of a Head Start program on children's intelligence and reading achievement test scores over a three-year period. Each of 25 Head Start children was paired with a non-Head Start child of the same race, sex, age, socioeconomic status, date of school entrance, kindergarten experience, promotion record, and type of school. The second part of the study involved a three-year followup assessment of intelligence test scores of children who had attended Head Start before entry into school. The conclusion was reached that Project Head Start had been effective in preparing children for later reading achievement, as determined by the word meaning subtest of the Stanford Achievement Test. The durability of this effect was demonstrated over a three year span. Intelligence, as measured by the Stanford-Binet Intelligence Test, improved during the longitudinal study, but the preschool program could not be given credit for the positive change. The author recommends continued longitudinal research in preschool compensatory education.

Index codes 1 22 24 11 83

875 Larsen, Janet S.
A Study of the Intelligence and School Achievement of Children Previously Enrolled in Project Head Start.
Dissertation Abstracts International, 1970, 31(3-A):1014.
HS200231

The purpose of this study was to evaluate the effect of a Head Start program on the intelligence and school achievement of children over a three year span of time. The subjects were matched with other children to control for variables other than Head Start attendance. The Stanford-Binet Intelligence Scale was used to determine intelligence.

Index codes 1 24 83

876 Larson, Daro E.
Mankato State College. School of Education. Minneapolis, Minnesota.
The Effect of a Preschool Experience Upon Intellectual Functioning Among Four-Year-Old, White Children in Rural Minnesota.
8p.
1969. ED039030

The language, intellectual, and social deficits of economically deprived children are the targets of a 4-year study designed to follow the educational progress of a group of deprived children from preschool through grade 3. This document reports on the preschool year, the first phase of the longitudinal study, which investigated whether or not there is a significant intelligence test score difference between (1) children who attended a 9-month Head Start program and children who were eligible but did not attend, (2) children who attended the program and children who were not eligible, and (3) children before they attended the program and the same children after the program. The subjects for the 3 groups in this study were 108 rural, 4-year-old children (48 male, 60 female). The Head Start intervention emphasized language development, concept learning, socialization, and psychomotor development. The intelligence test used was the 1960 Stanford-Binet Intelligence Scale. The children who attended the program scored significantly higher at posttest than at pretest and significantly higher than both groups who did not attend the Head Start program.

Index codes 1 24 83

877 Larson, Daro E.
Mankato State College. Mankato, Minnesota.
Stability of Gains in Intellectual Functioning Among White Children Who Attended a Preschool Program in Rural Minnesota. Final Report.
14p.
1972. ED066227

This study was undertaken to ascertain the degree of stability of significant gains made in intellectual functioning by a group of children who attended Head Start programs and two groups of children who did not attend preschool programs. Data collected and analyzed at postkindergarten showed nonsignificant differences between performance levels of the experimental group and the control groups in intellectual functioning, the phonemes test and the letter names test. The experimental group performed significantly below one control group on the learning rate test. Data collected and analyzed at post-first grade showed nonsignificant differences between performance levels of the experimental group and the control group in intellectual functioning, on work study skills and arithmetic. The experimental group performed significantly below the control groups on paragraph meaning and vocabulary.

Index codes 1 22 24 23 83

Larson, John C.
For other entries by this author see Index of Co-authors.

878 Lauer, Lois A.
Fort Hays State University. Hays, Kansas.
DIAL: Relationship of Screening Scores and Future Need for Specialized Services.
Master's Thesis. 50p.
1981. HS200839

The DIAL (Developmental Indicators for the Assessment of Learning) instrument used in southwest Kansas to screen children for early childhood programs is evaluated. Results from the instrument were compared with each child's subsequent need for specialized services. The concept of early identification of learning disabled children, current testing methods, and the history of the use of the DIAL are discussed. Problems identified concern the need to consider environmental deficits, false positive results with low socio-economic status subjects, and the lack of longitudinal data.

Index codes 82 1 5 8

879 Laumann, Lydia F.
Wisconsin University. Institute for Research on Poverty. Madison, Wisconsin.
Effects of Project Head Start, Summer 1965: A Second Look at the Equality of Economic Opportunity Study.
58p.
1969. HS100433

An appraisal of Head Start summer program's educational and motivational effects was carried out in Fall 1965 on a sample of first grade pupils of whom more than 10 percent had been Head Start participants. The power of ex post facto statistical control techniques as a partial substitute for laboratory-type experimental control was also assessed. The results do not indicate that children benefitted from the Head Start experience consistently and without qualifications, but do suggest that gains were achieved by the average black participant and by the average participant in schools densely populated with black pupils. Tables present first, second, and third stage regressions and average effects of Head Start, other summer programs, and kindergarten on first grade pupils.

Index codes 1 21 16 82

880 Lawhon, Delbert A.
A Study of the Use of Concrete and Abstract Stimuli in the Development of Perceptual Abilities of Disadvantaged Five Year Old Children.
Dissertation Abstracts International, 1972, 33(6-A):2695.
HS200232

The purpose of this research was to study the effect of training in developing perceptual abilities of two groups of environmentally deprived children by utilizing two curricula, one designed to present concrete stimuli progressing to the abstract and one designed to present only stimilu of abstraction. The subjects were enrolled in Head Start programs.

Index codes 1 13 21 83

Lay, Margaret.
For other entries by this author see Index of Co-authors.

881 Lazar, Irving.
Preliminary Findings of the Development Continuity Longitudinal Study.
Paper presented at Office of Child Development "Parents, Children and Continuity" Conference, El Paso, Texas, May 23, 1977. 27p.
HS200573

Pooled results of independent investigators following Head Start graduates an average of 10 years after the children left the program, were compared and evaluated by an independent group. Most of the sample had already been contacted an average of three years after leaving the program. Data show Head Start and control IQ scores for infant home-based programs, center-based programs and combination programs; school status at follow-up; percentages of children requiring special education classes or having to be held back a grade; and parents' and children's opinions of the programs.

Index codes 82 1 11 24 19 21 15

Lazar, Irving.
For other entries by this author see Index of Co-authors.

882 Lazar, Joyce B.; Chapman, Judith E.
George Washington University. Social Research Group. Washington, D.C.
A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills.
206p.
1972. ED068150

This state-of-the-arts paper on completing and ongoing resea
education is based on a review of the literature of recent s
current federally funded research on mainstream and economic
families, but not studies dealing with the physically handic
psychotic, or foster children. The projects are divided int
classifications. Omnibus Programs, the first, provide more
of service to children and families and aim their enrichment
simultaneously to the infants and the parents. They include
of Head Start, the Parent-Child Centers, and Follow-Through.
classification, Parent-Oriented Programs, is divided into th
categories: home teaching, use of mass media for parent edu
parents through group discussion techniques, parent educatio
health facilities, training adolescents for parenthood, and
Child-Oriented Programs with a parent component include: tr
cognitive intervention techniques, training parents in behav
techniques, programs to increase parent-school cooperation a
and parent involvement in decision-making positions in progr
their children.

Index codes 1 7 17 10 5 12 15 83

883

Learning Institute of North Carolina. Durham, North Carolina.
A Report of the Home Based Working Conference, Learning Institute of North Carolina (LINC) (March 12-15, 1973).
67p.
1973. ED078968

The primary objective of this conference was to provide Head Start program representatives with information and descriptive materials on approaches to home-based education for preschool children with the parent as the focal point. Descriptions of six different programs outline objectives, services, advantages, and disadvantages, cost, evaluation plans, and staff training. Also included in the report are conference evaluation data, brief descriptions of other home-based programs, and a bibliography.

Index codes 3 13 14 15 83

884

Learning to Learn School, Inc. Jacksonville, Florida.
A Fresh Approach to Early Childhood Education and a Study of Its Effectiveness
31p.
1966. HS100518

The Learning to Learn Program, developed on the premise that the objective of early childhood education is to help the child learn to learn, is designed to give children the opportunity to discover strategies for gathering, organizing, and processing information and to develop effective language and communication skills. Children learn to learn when they are actively involved, are able to see that learning is useful and meaningful, when they can get immediate feedback of their efforts, and when they know they have made a contribution to themselves and someone else. A monthly parent discussion group, focusing on how parents can help their children learn, is an integral part of the program. In an evaluation of the program, 24 lower-middle class children enrolled in the program were matched with a group of children in a traditional kindergarten program on the basis of such variables as intelligence, school readiness skills, and socioeconomic level. At the end of the school year the children were compared by their performance on a variety of developmental measures. The Learning to Learn children made significantly larger gains during the year than the traditionally trained children.

Index codes 1 13 15 21 82

885 Lee, Marianne, ed.
Southern California University. School of Education. Los Angeles, California.
Bilingual School Readiness Evaluation in English and Spanish. Preliminary Teacher Edition.
61p.
1970. ED124269

This document is an examination, formulated by the Council of Mexican-American Affairs Head Start Bilingual Education Committee, designed to correlate the experiences in preschool education of the children tested to the educational background generally expected of a child entering a typical American public school. It is designed for administration by the classroom teacher, at the beginning of kindergarten or first grade; or at the end of Head Start of any other preschool program. The test booklet is prefaced by an instructional information section that includes an introduction, general instructions, information on recording and scoring, specific instructions, and a bibliography. The test is composed of three parts: Part I deals with selected concept areas; self identification, motor development, and academic development. Part II consists of an observational checklist to be completed by the teacher after at least 10 periods of observation, and Part III tests language preference. This evaluation was designed to allow for cultural differences and can be used with monolingual as well as bilingual children.

Index codes 2 25 83

886 Lee, Marie M. R.
San Francisco University. San Francisco, California.
A Study of Classroom Behaviors of Chinese American Children and Immigrant Chinese Children in Contrast to Those of Black American Children and White American Children in an Urban Head Start Program.
Dissertation Abstracts International, 1980, 41(4):Section A, 1387.
HS200588

Classroom behaviors of Chinese-American children and immigrant Chinese children were compared with those of black and white American children. The effects of length of study, parent's age and educational background, and cultural conditions were also examined. Findings indicate some innate differences in Chinese children's behaviors when compared with black and white American children. The Chinese-American children were found to be passive in play and to engage in structured and task-oriented activities more often. The Chinese-American children also asked for help and recognition from adults more often than did both the black and white American children. A convergence is suggested between children's classroom behaviors and the characteristics of their respective cultures and values. It is recommended that teachers of preschool children be cognizant of these differences.

Index codes 1 19 26 81 2 18 12

887 LeHew, Charmon.
The Performance of Four and Five Year Old Children in Operation Head Start on Selected Arithmetic Abilities.
The Arithmetic Teacher, 1968, 15:53-59.
HS100234

This study was an assessment of selected arithmetic abilities of a group of children who had been identified as eligible for Head Start. The purpose of the study was to determine the understanding of specific number concepts possessed by these preschool children.

Index codes 1 21 82

888 Lehman, Christine.
Head Start and the Schools--Building Blocks for Young EEN Children.
Bureau Memorandum, 1980, 21(1):16-18.
EJ230404
The author answers seven commonly asked questions regarding the provision of early childhood-exceptional educational need (EC-EEN) programming for children under the age of 6 as required by P.L. 94-142 (the Education for All Handicapped Children Act) and Chapter 115 of the Wisconsin Statutes.

Index codes 3 8 81

Lehrer, Stanley.
For other entries by this author see Index of Co-authors.

889 Leigh, Terrence M.
An Examination and Comparison of the Health Services Received by Participants and Non-Participants in a Full-Year Head Start Program.
Dissertation Abstracts International, 1974, 32(4-A):1971.
HS200235
This study examined the extent to which abnormalities were found to occur among a community of Head Start children, the types of abnormalities that received follow-up care, and the degree to which the program was successful in treating all identified abnormalities. The purpose was to determine whether the Head Start health services program provided a greater degree of health care than the children would have received if they were not enrolled in Head Start.

Index codes 1 5 83

890 Lessler, Ken; Fox, Ronald E.
An Evaluation of a Head Start Program in a Low Population Area.
Journal of Negro Education, 1969, 38(1):46-54.
HS100236
This study was undertaken to look for areas in which the Head Start efforts may have had an effect. The study was a cooperative effort of a school system, the Head Start staff and mental health clinic psychologists. A structured interview was developed in order to assess the child on the following variables: school expectation, visual-motor coordination, auditory understanding and memory, vocabulary, motor coordination, picture/paragraph interpretation, informal communication, and psychological comfort.

Index codes 1 16 21 82

891 Levens, Dorothy.
A Look at Project Head Start.
Childhood Education, 1966, 42:481-483.
HS100237
This is a discussion of the early days of Project Head Start.

Index codes 3 20 82

892 Levin, Tom.
Albert Einstein College of Medicine. New York.
Pre-School Education and the Communities of the Poor: A Report on the Child Development Group of Mississippi.
36p.
1966. HS100446

In 1965 a statewide preschool program was established in impoverished Negro communities in Mississippi by the Child Development Group of Mississippi (CDGM). The development of the CDGM program, funded by the Office of Economic Opportunity, is described in terms of the educational, social, and political conditions under which the project was conducted. The problems faced by CDGM--including antipathy and harassment, the lack of facilities and trained teachers, the communities' culture, relationships between adults and children, and staffing--are described along with the techniques used by CDGM to overcome these problems and to involve members of the communities in the program. The CDGM program is based on the application of community organization and community action principles and premises to education.

Index codes 1 6 12 82

893 Levine, Bonny G.
Attitudes of Head Start Teachers and Aides Toward Handicapped Children.
Dissertation Abstracts International, 1976, 37(4-A):2112.
HS200239

This study compared the attitudes of full year Head Start classroom teachers and aides toward five categories of handicapped children: mentally retarded, emotionally disturbed, blind, deaf and normal.

Index codes 1 8 83

Levine, Daniel U.
For other entries by this author see Index of Co-authors.

894 Leviton, Harvey; Kiraly, John, Jr.
Summer Compensatory Education--Effects on Learning Disabled Children.
Exceptional Children, 1975, 42(1).
HS200240

The purpose of this study was to determine whether a summer compensatory education program had any effect in improving academic achievement and self concept in learning disabled children.

Index codes 1 8 16 21 82

Levitt, Eugene E.
For other entries by this author see Index of Co-authors.

895 Levy, Alan W.
The Effects of Teacher Behavior on the Language Development of Head Start Children.
179p.
1968. ED046946

This study was concerned with the effects of specified dimensions of teacher behavior on the language development of socially disadvantaged preschool children enrolled in Head Start. The hypothesis, later verified by the findings, was that teachers showing high levels of competence in eliciting verbal behavior from their pupils and rewarding them appropriately, in providing a language model for children, and in maintaining positive social-emotional relationships would aid their pupils' language development. Eighteen teachers were observed teaching 295 children, were rated on three 10-item subscales of the Observational-Rating Instrument constructed for the study, and were divided by ratings into high, middle, and low teacher-behavior groups. Language development was quantified by five subtests of the Illinois Test of Psycholinguistic Abilities and an additive Composite Score. An analysis of covariance was used to test the general hypothesis and to adjust for variations in uncontrolled, related factors. Significant differences among the three teacher-behavior groups were obtained on all language indices except the Auditory-Vocal Automatic subtest. The highest-rated teacher-behavior groups also had the highest language scores on the initial administration of tests.

Index codes 1 13 23 83

896 Lewing, Harold F.
An Evaluation of a Summer Head Start Program.
Dissertation Abstracts International, 1970, 30(10-A):4191.
HS200242

A 1967 summer Head Start program in a rural area in Illinois was evaluated by analyzing differences between participants and nonparticipants of the program prior to and after completing grade one. The variables included family income and occupation, head of household structural and educational differences, staff qualifications, teachers' opinions of student progress, retentions and reading achievement differences. Literature on the disadvantaged is reviewed. Discussed are the selection of the school district, data gathering, and procedures for administering the reading tests, scoring the tests, and analyzing the data. The results of data analysis are presented under the four CIPP model headings: context, input, process, and product.

Index codes 1 12 22 19 83

897 Lewis, Anne.
National School Public Relations Association. Washington, D.C.
Preschool Breakthrough: What Works in Early Childhood Education.
50p.
1970. ED054846

This special report is designed to help school personnel prepare for the estimated five million youngsters to be enrolled in preschool programs by 1975. It includes a review of the new philosophies and old controversies of early childhood education, research results from private and public sources, a guide to federal funding policy and clues to the ferment in state and local communities. As an aid to those seeking to set up programs of their own, descriptions of various projects that have demonstrated success in increasing the achievement of young children are presented. The pamphlet concludes with a listing of sources from which additional information about major trends in preschool education may be obtained.

Index codes 3 21 7 12 83

898 Lewis, Cornell Theodore.
A Study of Various Factors in Head Start and Title I Programs in Twenty School Districts.
Dissertation Abstracts International, 1971, 32(1-A):129.
HS200243

The purpose of this study was to examine various aspects of public school progams presently using funds from Title I to determine what changes have evolved due to the operations of Head Start.

Index codes 1 6 83

899 Lewis, Eva P.
A Comparison of the Academic Achievement of Head Start Pupils With Non-Head Start Pupils.
Dissertation Abstracts International, 1968, 28(9-A):3368.
HS100244

The purpose of this study was to determine the difference in academic achievement between disadvantaged children who attended a Head Start program and those who did not when that difference was measured by a selected instrument. A comparison difference was measured by a selected instrument. A comparison was made between pupils from the Head Start group and those from three non-Head Start groups, using a standardized achievemet test which measured the following variables: word reading, paragraph meaning, vocabulary, spelling, word study skills, arithmetic, and a total test average.

Index codes 1 21 83

900 Lewis, Juanita.
The Status of Prekindergarten Programs Being Financed by the Public School Districts of Colorado.
Colorado Journal of Educational Research, 1976, 15(3):23-26.
EJ149078

The author presents the results of a study conducted to determine the extent of public-school-district-financed, prekindergarten programs; the types of children enrolled in these programs; and the types of certificates required of teachers for these programs.

Index codes 1 12 20 14 81

Lieb, Jack J.
For other entries by this author see Index of Co-authors.

901 Liles, Patricia A.
Oakland Headstart's Special Needs Speech and Language Program: A Follow-Up Study.
1981. HS200909

The purpose of this study was to investigate certain long term effects of the Oakland Head Start Speech and Language Program. The particular long-term effects studied were (1) the impact of the parents' previous participation in Head Start's Speech and Language Program on the parents' present awareness and involvement in the remediation of the child's speech and language problem, and (2) the impact of the child's previous participation in the Head Start Speech and Language Program in the delivery of services in the public schools. The most positive findings in the study were in the area of parent awareness and involvement. Ninety-two percent of the parents interviewed gave a positive evaluation of the Head Start Speech and Language Program therapy services. The research indicated that parents' awareness and involvement in their child's educational program is positively affected over a long period of time, and Head Start is an important identifier of handicapped children in the community, as well as a provider of initial services to families of children with severely handicapping conditions.

Index codes 82

Lindstrom, David R.
For other entries by this author see Index of Co-authors.

902 Loewe, Kenneth L.
A Process and Product Evaluation of a Planned Variation in a Head Start Program.
Dissertation Abstracts International, 1974, 34(8-A):4703.
HS200247

The study evaluated the effectiveness of a kindergarten curriculum for Head Start children, Environmental Academics, by comparing the cognitive performance of students in the experimental classes with a control group Head Start class.

Index codes 1 13 21 83

Lopete, Phillip.
For other entries by this author see Index of Co-authors.

903

Los Angeles County Economic and Youth Opportunities Agency. Los Angeles, Calif.
Evaluation of Los Angeles County Head Start Program, 1969-1970. 26p.
1970. ED058928

In October 1969 and again six months later, in April 1970, the Bettye Caldwell Preschool Inventory was administered to Head Start children in Los Angeles County. In all, 704 pre- and post-tests were obtained. The purpose of the testing was to assess one of the goals of the Head Start Program: to enrich the experience of preschool children and to develop those cognitive and social skills which are regarded as essential to success in school. The results showed that, as measured by the Bettye Caldwell Test, Head Start for Los Angeles County was an effective program for developing those skills which are regarded as essential to success in school. The gains are clearly evident in the comparison of pre- and post-test means, in the shifting of the means to higher percentiles on the lower and middle class norms, and on the steady increase in the means with increasing attendance in the program.

Index codes 1 21 16 81

904 Love, Harold D.; Stallings, Sharon G.
A Comparison of Children Who Attended Project Head Start Not Having a Follow Through Program and Children Who Attended Project Head Start Having a Follow Through Program.
Education, 1970, 91(1):88-91.
HS200248

To determine whether significant differences existed between first-grade children who attended Head Start but who did not participate in a Follow Through program and first-grade children who attended Head Start and did participate in a Follow Through program, two groups of children were matched with respect to mental age and family income, and tested. The Peabody Picture Vocabulary Test and the Wide Range Achievement Test were administered, and the groups were compared by the Mann-Whitney U Test. The results indicate that the Head Start-Follow Through group had a statistically higher level of achievement in the area of reading, and it is possible that this difference can be attributed to Follow Through. In the areas of spelling and arithmetic, there does not seem to be statistically significant differences in achievement of the two groups. Unmeasured variables, however, may have affected the results of this study.

Index codes 1 10 21 82

Love, John M.
For other entries by this author see Index of Co-authors.

905 Lukas, Carol VanDuesen.
Harvard Graduate School of Education. Cambridge, Massachusetts.
Measuring the Extent of Treatment Implementation.
Paper prepared for presentation of the American Psychological Association Convention, August, 1974. 14p.
HS200860

In this paper, which was presented at the American Psychological Association Convention in August, 1974, Carol Van Deusen Lakas discusses some of the problems inherent in the study of model implementation. The author cautions that before drawing conclusions about test results, it is necessary to determine whether children actually received the treatment being tested. She identifies several areas of concern in the evaluation of model implementation: 1) models were not described in a uniform manner to implementors, and 2) the existence of a lack of established standards for full implementation. Another issue in trying to measure the extent of treatment implementation is comparability (i.e., whether one judgment about implementation can be compared with another). The author makes the following proposals to effectively deal with some of these problems: 1) studies should be limited to the treatments which are conducive to experimentation, and 2) impressionistic judgments about implementation should be relied on more heavily than quantitative measures.

Index codes 82 1 12

Lukas, Carol VanDeusen.
Lukshus, Anne M.
For other entries by these authors see Index of Co-authors.

906 Lutsky, Judi, comp.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Head Start and Follow Through, 1972-1974: An ERIC Abstract Bibliography.
61p.
1974. ED097131

This selective abstract bibliography cites 123 recent ERIC documents about Project Head Start and Project Follow Through. Included are reports of research and evaluation and program descriptions. Entries were taken from "Research in Education" (RIE) and from "Current Index to Journals in Education" (CIJE), January 1972 through August 1974. The bibliography is divided into three sections: Head Start, Head Start Test Collection, and Follow Through.

Index codes 2 10 15 20 21 84

907 Lynch, Daniel O.; Hammes, Richard.
Wisconsin State University. Oshkosh, Wisconsin.
The Effects of School Environment on Disadvantaged Kindergarten Children, With and Without a Head Start Background. Final Report. 21p.
1969. ED041640

This study investigated the comparative effects of 2 distinct school environments (state university campus schools and local public schools) on the verbalization and socialization skills of disadvantaged kindergarten children with and without a Head Start background. If significant effects occurred, it was hoped that environmental factors that encourage maintenance of significant residual effects from the Head Start experience could be identified. The 75 subjects were distributed in five treatment groups: (1) campus school, high SES; (2) campus school, low SES, Head Start background; (3) public school, high SES; (4) public school, low SES, Head Start background; and (5) public school, low SES, without Head Start background. Verbal and social skills were assessed by pre- and posttests on the Illinois Test of Psycholinguistic Abilities, the Metropolitan Reading Readiness Test, and the Vineland Social Maturity Scale. Analysis of variance treatment of the data revealed no residual Head Start effects. The only significant effect possibly attributable to school environment was that the children in the campus school exhibited greater social growth than those in the public school.

Index codes 1 21 13 16 83

908 Macias, Jose; et al.
Urban Institute for Human Services. San Francisco, California.
Field Plan and Implementation Package for the Ethnographic Component of the Child and Family Mental Health Project Evaluation.
1981. HS200017

This report describes the plans and activities used to implement observational, participant-observational interview, and unobtrusive research methods in the Observational (Focused Ethnographic) Component of the Child and Family Mental Health Project Evaluation. An overview is presented of the Head Start program, its mental health goals, the Child and Family Health Demonstration Project, and the evaluation effort. The report discusses the quantitative and qualitative components, and the observational approach and its policy and programmatic implications. Also described are the procedures used, the acquisition and treatment of data, and the field implementation of the ethnography, including the selection of personnel, the focused ethnographer training program, field entry, and observational (focused ethnographic) field activities.

Index codes 2 5 82

Macht, Lee B.
For other entries by this author see Index of Co-authors.

909 Mackey, Beryl F.
The Influence of a Summer Head Start Program on the Achievement of First Grade Children.
Dissertation Abstracts International, 1969, 29(10-A):3500.
HS100250

This study compared the achievement of two groups of first grade children in the areas of word knowledge, word discrimination, reading and arithmetic. The control group consisted of children who did not participate in a summer Head Start program.

Index codes 1 21 83

910 Mackler, Bernard; Bouchard, Ruth Ann.
Center for Urban Education. New York.
Nursery School, Preschool, and Project Head Start: What Are the Benefits. A Review of the Research Literature.
26p.
1966. ED093503

This literature review surveyed and evaluated investigations conducted in nursery schools and preschools in order to provide better understanding of the nature of early intervention and its effects on young children. Studies are described in terms of methodology and outcomes, with focus on enrichment programs and compensatory training programs (such as Head Start) for disadvantaged preschool children. Major topics surveyed were social growth, emotional growth, and the nature-nurture controversy.

Index codes 1 16 21 81

Mackler, Bernard.
For other entries by this author see Index of Co-authors.

911 Madison, Virgie G.
A Study of Parent Perceptions Regarding Services Provided in Head Start Programs in Washington, D. C.
Dissertation Abstracts International, 1976, 37(8-A):4722.
HS200251

The purpose of this study was to determine parents' perceptions of services provided in Project Head Start and to analyze the relationships between their perceptions of the services presently provided and their perceptions of the importance of services which may be provided.

Index codes 1 15 83

912 Madsen, Charles H.; et al.
Increasing Rural Head Start Children's Consumption of Middle Class Meals.
Journal of Applied Behavior Analysis, 1974, 7(2):257-262.
HS200252

This study investigated a method to increase the amount of food consumed by rural, Black Head Start children. Teachers dispense sugar-coated cereal and small candies paired with praise contingent on eating behaviors and reward children who finished the entire meal with additional treats and praise.

Index codes 1 5 82

Madsen, Millard C.
For other entries by this author see Index of Co-authors.

913 Magidson, Jay.
Abt Associates.
Towards a Causal Model Approach for Adjusting for Preexisting Differences in the Nonequivalent Control Groups Situation: A General Alternative to ANCOVA.
1976. HS200253

In this report an alternative approach which allows for the presence of measurement error is discussed and applied to some data from the original Head Start evaluation.

Index codes 2 12 82

914 Magidson, Jay; Borbom, Dag.
Adjusting for Confounding Factors in Quasi-Experiments: Another Reanalysis of the Westinghouse Head Start Evaluation.
Paper presented at the Annual Meeting of the American Statistical Association, Houston, Texas, August 9-12, 1980. 22p.
ED195561

Evaluations of social programs based upon quasi-experimental typically plagued by problems of nonequivalence between the comparison group prior to the experiment. In such settings difficult, if not impossible, to isolate the effects of the confounding effects associated with the relevant preexisting between the groups. A classic occurrence of the problem was large-scale quasiexperimental evaluation of the Westinghouse program, their negative findings having been used to justify summer programs. A portion of the data using Sorbom's stati is reanalyzed. This approach improves upon previous analyse ways: (1) it recognizes that the Head Start and comparison separate anad distinct populations; (2) it offers a statisti null hypothesis that the two groups are equal on a latent fa socio-economic advantage; and (3) a goodness of fit statisti overall test of the assumptions of model indicates that the data better than any previous model. Results do not support inferences drawn by the original evaluators.

Index codes 82 1 21

915 Mann, Ada J.; et al.
George Washington University. Social Research Group. Washington, D.C.
A Review of Head Start Research Since 1969.
200p.
1976. ED132805

Intended for researchers and evaluators, the document presents a review of Head Start research and an annotated bibliography of literature relating to the Head Start Program. Briefly summarized in Part I are the findings and extent of research related to the impact of Head Start in the following five areas: child health, social development of the child, cognitive development of the child, the family, and the community. Part II provides a discussion of the sources, nature, and extent of the Head Start literature identified to date. Presented in Part III are summaries of the individual study findings in each of the five impact areas. The appendixes, which make up the bulk of the document, include an annotated bibliography of approximately 700 references to articles on Head Start children, services, or projects; an annotated bibliography of approximately 90 articles related to preschool disadvantaged children and/or compensatory education; and an index of research authors categorized by subject areas (such as cognitive achievement, descriptive studies, and evaluation studies).

Index codes 2 5 16 21 7 6 81

916 Mann, Edward T.; Elliott, C. Courtney.
Assessment of the Utility of Project Head Start for the Culturally Deprived: An Evaluation of Social and Psychological Functioning.
Training School Bulletin, 1968, 64:119-125.
HS100254

This study represents the first phase of longitudinal research dealing with the effects of Project Head Start on affective and cognitive functioning of disadvantaged children in the rural Southwest.

Index codes 1 16 21 82

Maraschiello, Richard F.
Marcus, Larry.
For other entries by these authors see Index of Co-authors.

917 Marcus, Sheldon; Riblin, Harry N., eds.
Conflicts in Urban Education.
New York: Basic Books; 1970. 196p.
HS200732

This book is an outgrowth of a summer institute conducted in 1969 that brought together the exponents of different points of view and the advocates of radically different solutions, and gave the participants the opportunity to discuss issues and plans with some of the leaders in urban education. The eleven chapters discuss the conflicts in urban education and what must be done to improve the city schools. Topics covered include the apparent failure of compensatory education, delinquency and dropouts, new methods of teaching the socially disdvantaged, moderating conflicts through school public relations, improving school and community relations, community control of schools, teacher unionism and education, education and the Puerto Rican child, and militancy and violence in urban high schools. Also stressed are the problems facing education in the 1980s and the unanswered questions concerning education and the individual.

Index codes 3 17 6 25 82

918
Marion Community Child Care Council, Inc. Marion, Indiana.
One. Two. Three. A-B-C. TV. Final Report.
36p.
1975. ED116778

This report describes the goals and results of a 2-year project which employed 20 male high school students from low income families for two hours per week as teacher assistants in seven day care centers and preschool programs, thereby providing male contact for children from female-dominated, single-parent families enrolled in female-dominated centers and programs. Students videotaped some of their activities with the children, and the tapes are shown twice weekly to local cable TV subscribers. Personality and school attendance measures were collected for the high school students. In addition, student participants and teachers in the centers filled out several evaluation forms. Self-concept and cognitive development measures were collected for both the experimental and control groups of preschool children, a total of 214 subjects. Results indicated that the program was successful for the high school students. However, no statistically significant differences were found between the groups of preschool children. Conclusions and recommendations are offered. Appendices include description of the self-concept test, examples of evaluation forms, and case studies of several students.

Index codes 1 12 81

919 Martin, Carolyn J.
Indiana University. Bloomington, Indiana.
The Politics and Process of Social Program Evaluation: The Head Start Example.
207p.
1977. HS200574

Evaluations of Head Start achievements as mandated by Congress in 1967 are criticized for their emphasis upon measurable program effects and insufficient attention to quality indicators. Chapters cover the social and political context of Head Start, the history of the program, the politics of evaluation, the meaning of evaluation and the methodology of this investigation. Changes in the structure of the Office of Child Development, DHEW, are proposed, along with an evaluation model which is designed to allow for input from interest groups and for appeal of decisions.

Index codes 3 12 84

920 Mason, Gilbert R.
A Study Regarding Sickle Cell Disease in Children of Harrison County Head Start Program, 1971-1972.
Journal of the Mississippi State Medical Association, 1973, 14(7):284-285.
HS200591

A survey of 295 children in a Head Start program in Mississippi indicated that 84 had positive Sickledex Tests. All were Black. Findings compare favorably with surveys elsewhere in the country. A Sickledex Test is recommended for every Black child entering Head Start.

Index codes 1 5 81

921 Mathis, Arthur; et al.
Abt Associates, Inc.
Preliminary Discussion of Head Start R&D Initiatives for Potential Implementation. Working Paper No. 2.
45p.
1978. HS200795

This paper is one of a series of working papers designed to provide the Administration for Children, Youth, and Families with research and demonstration recommendations. Material is derived from five panel meetings involving researchers, administrators and Head Start personnel, as well as representatives of organizations concerned with the family and children. R&D initiatives are proposed in the areas of Head Start children and working parents, individualization of services to children and families, continuity between home-based programs following children from the prenatal stage to three years of age, and Head Start basic educational skills demonstration.

Index codes 84 3 9 13

922 Matthias, Margaret W.
Development and Evaluation of a Supplementary Language Program for Head Start Children.
Dissertation Abstracts International, 1972, 33(5-A):2080.
HS200255

This dissertation had three purposes: (1) to develop a compensatory language program in Southern Illinois for a selected sample of Head Start children; (2) to determine if this produces significantly greater gains on selected criterion measures than participation in a program of individualized attention alone; and (3) to determine whether this participation yields significantly greater gains than that of a traditional preschool program alone.

Index codes 1 13 23 83

923 McAffee, Oralie D.
Developmental Assessment: Identification of Head Start Practices and Needs.
Dissertation Abstracts International, 1978, 39(5-A):2822.
HS200652

This study was designed to answer questions about Head Start teachers' developmental assessment practices. Data were collected by a questionnaire mailed to a nationwide sample of Head Start teachers. Results reported are from a matched set of 811 responses from teachers and directors. Results showed a high reported use of standard assessment procedures, including a high required use of assessment instruments. Teachers perceived the instruments as being appropriate to the language and culture of the Head Start children, and valuable in program planning. Sixty percent did not want additional assessment instruments. Conclusions were that developmental assessment is taking place in Head Start; that the resources basic to quality educational programming exist in Head Start centers, but are under-utilized. Head Start teachers have an uncertain understanding of the structure and function of assessment instruments, and their relation to the program planning process. The continuing local identity of Head Start programs was evident in the high proportion of assessment instruments that were locally developed and the high number of published instruments (over 100) reported only once.

Index codes 81 1 12

924 McConnell, Beverly.
Washington State Intermediate School District 104. Ephrata, Washington.
The Mini Head Start Program (1972). A Demonstration Project in Mobile Services to Migrant Children.
19p.
1972. ED134374

Initiated in October 1970, the program trained teachers to use an individualized teaching approach to teach a cross-age range of children in a small group (six to eight children). Over the winter, the teachers received intensive training with the expectation that during the mobile phase they would be required to work with the children in isolated settings where they could not rely on the daily supervision and support services which would have been available in a larger center. By recruiting adult migrants as teachers, who were willing to continue migrating as they served the children in this new role, the program was able to scatter its teachers in as many directions as the families moved when the migration began from the home base site. The program was evaluated after two years of operation. Summarizing the evaluative data, this report covers the program's: (1) delivery system, (2) educational quality, (3) use of migrant adults as paraprofessional teachers, and (4) long range accountability. Overall the program has been successful.

Index codes 1 13 26 12 81

925 McConnell, Beverly.
Washington State Intermediate School District 104. Ephrata, Washington.
Training Migrant Paraprofessionals in Bilingual Mini Head Start. Evaluation of Progress, Mid-Year Evaluation, 1974-75 Program Year.
100p.
1975. ED116868

Conceived as an educational experiment designed to meet the unique needs of migrant children, Training Migrant Paraprofessionals in Bilingual Mini Head Start is an early education program for children of migrant farm workers. Initiated in 1971, the program has two components: the "Mobile Component" and the "Washington State Component". The "Mobile Component" provides service to children from the home base community of La Grulla, Texas, both in Texas and as the children move with their families to northern states and back again. The "Washington State Component" provides year-round services at two stationary sites for both interstate and intrastate migrants or seasonal farm workers. Three key concepts developed by the program account for the difference in its success and the success of other models of mobile programs: (1) use of adult migrants as teachers, (2) use of a "mini" center concept, and (3) application of "coordinated or supplementary services" concept. This evaluation report discusses the program's progress during the 1974-75 program year The outcome and process objectives are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management for interstate delivery system.

Index codes 1 12 25 81

McConnell, Beverly.
For other entries by this author see Index of Co-authors.

926 McDaniels, Garry; et al.
Institute for Child Study. College Park, Maryland.
Case Studies of Children in Head Start Planned Variation, 1970-1971.
156p.
1972. HS200798

Data is presented on the second year of a study of children in Planned Variation Head Start Centers. The study was designed to document variations in behavior. Chapters present the methodology of the study, impacts on children, variations in impacts between programs, variations in supportive behavior of staff, interpretation of observational data on learning of roles and behavior patterns, interviews with parents, and a summary and analysis. Appendices show dimensions for organizing descriptions of children's behavior, quantitative data from observations, and individual case summaries.

Index codes 82 1 12 13 19 15 10

927 McDaniels, Garry L.
National Institute of Education. Washington, D.C.
The Current Status of Follow Through as a Social Experiment.
56p.
1973. HS200875

The purpose of this paper is to describe the Follow Through
parts of the program being evaluated. This description has
First, the Follow Through Program is described. The second
the major questions being asked in the Follow Through evalua
third section discusses several issues raised by the Follow
Study: (1) a planned variation study, (2) measurement strat
eventual release of findings.

Index codes 82 1 10

928 McDavid, John W.
Factors Affecting Cognitive Growth in Project Head Start Children--What Kinds of Changes Occur in What Kinds of Children Under What Kinds of Programs.
10p.
1968. ED015794

The Head Start program, now 3 years old, is an attempt to break into the self-perpetuating "cultures of poverty." The evaluation which has accompanied this social experiment has been directed towards identifying effective and profitable kinds of intervention. The objectives of Head Start are not solely academic but seek broad improvements in the child's social skills and health. Head Start operates 6 to 8 week summer programs and longer programs within the school year. Descriptive data come from a national sample of 2,200 children. Future evaluation will be based on a smaller sample observed by trained experimenters. Although the population served by Headstart has been fairly stable, the severely disadvantaged have remained hard to reach. Recruiting professional personnel has been easier than anticipated, but finding sub-professional workers has in some areas been difficult. About 500,000 children have been enrolled in each Summer Head Start program. The number in the full-year programs has reached a budget-limited 200,000. About half of the children are Negro, and the sexes are equally represented. The children show the effects of economic poverty. As the staff has become experienced, the programs have become better directed. Although the success of Head Start cannot be called total, it has been encouraging to its initial proponents. This paper was presented in a symposium at the American Educational Research Association meetings, Chicago, Illinois, February 10, 1968.

Index codes 1 12 16 17 20 81

929 McDavid, John W.
The Evaluation of Project Head Start--A Conceptual Statement.
16p.
1968. ED015792

Evaluation of Head Start has as its general criterion of effectiveness the ratio between cost and benefit. If the latter can be demonstrated to justify the former, the intervention project is a good investment in terms of immediate help for the disadvantaged preschooler and in long range benefits for his family, community, and society. In terms of a model, input (population) plus operations (program attributes) must yield output (changes in population attributes). It is difficult to assess an overall program which has such a large number of variables, but Head Start goals can be translated into operational dimensions. Thus, the physical and mental health, social attitudes and behavior, and communication skills of the children become some of the output variables which can be measured by pre- and post-testing. Methods of assessment of these variables include the use of standardized tests, new tests developed specifically to measure disadvantaged populations, files accumulated at Head Start centers, and classroom observational procedures. Applied research will be emphasized in the 13 evaluation and research centers throughout the country which will implement the ongoing evaluation. Both cross-sectional and longitudinal evaluation designs will be needed to measure Head Start's short and long range effects.

Index codes 2 5 11 14 16 81

930 McDavid, John W.
Problems of Educational Evaluation in Project Head Start: Sampling, Design and Control Groups.
15p.
1968. ED015793

Contrary to the opinion of many people, Project Headstart (HS) is not a stable and uniform program which deals with an easily definable population. There are, therefore, several problems which exist in connection with evaluative research concerned with HS. In order to provide guidance in program planning, this research seeks to describe potential recipients of HS attention and potentially useful programs, to establish specific relationships between program elements and population characteristics, an to evaluate specific hypotheses in terms of usefulness. Due to (1) the comprehensive multi-dimensional nature of HS, (2) the simultaneous pursuit of both immediate and ultimate impact, and (3) the paucity of information about the disadvantaged population and about preschool education program elements, the greatest initial problem concerned with HS evaluative research is a conceptual one, the formulation of questions which are properly "researchable". The second problem is that of methodology, how to sample and to develop measurement instruments. Sampling problems are encountered because of the non-random variatons in HS populations and the inaccessibility of suitable control groups. The third problem is that of logistic difficulties. It is necessary for evaluative procedures to be unobtrusive. Typical circumstances of the disadvantaged home, low literacy levels, and the problem of rapport between disadvantaged adults and middle-class scientists contribute to the logistic difficulties encountered in gathering research data. The fourth problem is the interpretation of data in HS evaluative research. This paper was presented in a symposium at the American Educational Research Association Meetings, Chicago, Illinois, February 10, 1968.

Index codes 3 12 83

931 McDavid, John W.
The Teacher As An Agent of Socialization.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100817

The role of the teacher as an agent of socialization is described. The teacher is seen as a manipulator of rewards and incentives, and as an exemplary model for children's behavior. Five aspects of development influenced by the teacher are (1) the cultivation of particular learned incentives, goals, and values; (2) the cultivation of socially defined habits as preferred instrumental routes to goals; (3) the fostering of a healthy and realistic conception of one's self and one's role in society; (4) the understanding of society's standards of desirability and acceptance, and (5) the internalization of appropriate moral standards which direct behavior along socially appropriate and productive routes.

Index codes 82 2 12 16

932 McDavid, John W.
The Scientific and Social Significance of the Longitudinal Study of Disadvantaged Children.
In: Untangling the Tangled Web of Education. Princeton: Educational Testing Service; 1969. p.34-39.
HS200884

This paper was presented at a symposium sponsored by the Nat Measurement in Education, in conjunction with the conference Educational Records Bureau and Educational Testing Service. former Director of Research and Evaluation for Head Start, r theoretical and practical issues that characterized the earl of the design and objectives of the ETS-OEO Longitudinal Stu the study as "action research" in which research and evaluat combined. He characterizes the study as "potentially the mo single piece of educational research undertaken in this deca

Index codes 82 3 21

933 McDill, Edward L.
Strategies for Success in Compensatory Education: An Appraisal of Evaluation Research.
Baltimore: Johns Hopkins; 1969. 83p.
HS100735

The discussion of the framework for evaluation research points out problems associated with research on compensatory education, such as variables that are unknown or cannot be measured adequately, the limitations of measuring instruments aimed at preschool children, and the difficulty of assessing the interaction of various socializing agencies (school vs. home). Descriptive and evaluative information is presented on two different responses to the need for compensatory education for disadvantaged groups. The first category consists of agencies having comprehensive, multipurpose objectives which are federally financed, and includes Head Start, Title I and Upward Bound. The second category concerns local programs, and eleven examples illustrate the types of programs initiated. Some evaluations of Head Start, such as the Westinghouse study, are reviewed and criticized. Recurring problems that plague the evaluation of programs are discussed, including the pressures for immediate evaluation, the vagueness of criteria, treatment modification, scarce resources, test situations, and control groups. The evidence regarding the effectiveness of compensatory education is ambiguous. Several studies were conducted to contrast "successful" and "unsuccessful" programs to identify factors associated with success. The analysis of existing evaluation research on compensatory education programs indicates that overall it fails to meet minimum standards for program design, data collection, and data analysis. Recommendations are made for improvement.

Index codes 3 12 82

McDonald, M. S.
For other entries by this author see Index of Co-authors.

934 McDonald, Robin R.
Head Start in Jeopardy?
National Center Reporter, 1978, 8(2):8-9, 30.
HS200767

Issues surrounding proposed legislation to transfer Head Start from DHEW to the new Department of Education were debated at the National Head Start Association Conference in May of 1978. The comprehensive nature of the program is contrasted to a purely educational approach. The involvement and influence of parents in Head Start, particularly at the administrative level, is cited as a critical deviation from traditional education. Opposition of education professionals to the comprehensive approach of Head Start is a further argument for keeping Head Start under the province of the Office of Human Development.

Index codes 3 12 82

935 McDonald, Valerie B.
Goddard College. Plainfield, Vermont.
Parent Participation in Project Head Start: Philosophy and Program Implementation. (Thesis).
2 volumes.
1980. HS200889

In this paper, the author examines the human service and adm related to federal mandate requiring client participation in programs. It was her goal to reconcile federal program perf requiring active (client) parent participation in Head Start innovative local program model. The author concludes that t effective parent involvement is an understanding and accepta the potential of each and every parent, and a willingness by involve themselves at a level that is meaningful to them.

Index codes 82 3 15

McFadden, Joan R.
For other entries by this author see Index of Co-authors.

936 McGee, Grace A.
An Evaluation of the Effects of the Bessell-Palomares Human Development Program on Five Year Olds in an Appalachian Head Start Class.
Dissertation Abstracts International, 1972, 32(8-A):4329.
HS200256

This dissertation evaluates the effects of the Bessell-Palomares Human Development Program on 5 and 6 year olds enrolled in an Appalachian Head Start class. The subjects were given pre- and post-tests with the Peabody Picture Vocabulary Test and the California Test of Personality. Case studies were written on each subject.

Index codes 1 13 21 83

McKenzie Richard E.
McKinney, John.
McMeekin, Robert W., Jr.
McMurray, Georgia.
For other entries by these authors see Index of Co-authors.

937 McMurrin, Sterling, M., ed.
The Conditions for Educational Equality.
New York: Committee for Economic Development; 1971. 203p.
HS200759

The six papers in this volume deal with issues concerning educational equality. The topics include the meanings of equality, the concept of equality of opportunity, poverty and childhood, language and poverty, culture and theories of development, and the role of the urban classroom in social change. A survey of equality of educational opportunity is reviewed, and discussion covers compensatory programs and integration and the effects of the environment. Also discussed are relevance, self-image, and curriculum reforms in the urban school, and the special education problems of the Mexican-Americans.

Index codes 3 17 23 25 13 16 82

938 McNamara, J. Regis; Diehl, Luther A.
Behavioral Consultation With a Head Start Program.
Journal of Community Psychology, 1974, 2(4):352-357.
HS200258

This article describes how behavioral consultation was carried out and evaluated in an in-service training program for Head Start teachers as part of a community consultation program.

Index codes 1 12 82

939 McNamara, J. Regis; et al.
Dade County Board of Public Instruction. Miami, Florida.
Evaluation of the Effects of Head Start Experience in the Area of Self-Concept, Social Skills, and Language Skills. Pre-Publication Draft.
54p.
1968. ED028832

About 180 Negro Head Start children in Dade County, Florida, were tested (1) to discover if the county's program contributed significantly to language skills, social skills, and self-concept development and (2) to determine if an efficient instrument could be developed to measure self-concept in the disadvantaged child. Pretests and posttests used were the Children's Projective Pictures of Self-Concept, the Preschool Attainment Record, the Self-Concept Rating Scale, and an anxiety scale. In the posttest phase, 20 subjects in a proportional random selection were compared with 20 control children (from the same districts) with no preschool experience. The Head Start sample performed significantly better on tests measuring social skills, language skills, and self-concept. The meaning of the significance was unclear because of the possibility of an interaction effect between the pretest and the experimental variable, namely, exposure to the Head Start program. It was suggested that Head Starters entering the first grade the following fall be tested and that their performance be compared with the performance of a control group with no preschool experience.

Index codes 1 23 16 5 83

McNamara, Thomas.
McNeil, Judy T.
For other entries by these authors see Index of Co-authors.

940
Mediax Associates, Inc. Westport, Connecticut.
Current Issues in the Development Project for Head Start Profiles of Program Effects on Children.
51p.
1978. ED160219

This collection of 3 papers summarizes the current thinking of those involved in the Head Start Program Effects Measurement Project regarding selected issues in the assessment of Head Start program effects on children's development. The first paper describes the project panelists' current approaches to the selection of measurement dimensions. Criteria for the selection of dimensions are listed, broad constructs or domains of behavior to be assessed are identified, issues relating to the collection of additional data on the various contexts affecting the child are discussed, and technical problems in the measurement of program effects are summarized. The second paper discusses implications for the measurement of program effects on special needs children. Specific topics examined include: (1) legal provisions for including handicapped children in Head Start, (2) definition of the term handicapped, (3) current enrollment of handicapped children in Head Start, (4) concern over labeling handicapped children, (5) Head Start classification system for handicapped children, and (6) options for handling the handicapped in the program effects measurement program. The third paper discusses two approaches to the aggregation of data which could yield suitable indices for the various constructs to be assessed. The judgmental and the empirical approach to weighting information are described and the empirical approach is recommended for the present study.

Index codes 2 8 81

941
Mediax Associates, Inc. Westport, Connecticut.
Descriptions of Information Gathering Techniques Used in Previous Head Start Programs.
75p.
1978. HS200799

This document includes a summary listing of information gathering techniques used in eight Head Start research projects. In Secton I, the instruments are organized by the contractors' classification. Section II includes a listing of instruments according to the tentative constructs utilized by the Program Effects Measurement Project. This section also has a frequency table indicating which tests were used in one or more of the eight projects. Section III provides a description of the information gathering techniques. These entries are numbered consecutively and correlate with the numbers assigned to information gathering techniques listed in Section II. The Description Section (III) is not complete, but will be updated before the final report is submitted. More details on psychometric data related to these techniques may be found in the document entitled Compendium of Information Gathering Techniques Utilized in Previous Head Start Research Projects, July 5, 1978.

Index codes 3 12 84

942
Mediax Associates, Inc. Westport, Connecticut.
Measures of Development Among Young Children: Socio-Emotional Domain.
132p.
1978. ED157611

This report discusses the measurement of behavioral and attitudinal aspects of young children's socioemotional development and briefly describes a variety of instruments designed to measure such development. Information given for each instrument includes: author, source, variables examined, type of measure, age of children test is designed for, and brief comments about the test. Three major types of interactions (peer, adult and task) are discussed in relation to three levels of contextual variables (geographic and ethnic, situational antecedents, and person with whom interaction occurs). Observational instruments used to assess the development of specified behaviors and attitudes vary with each of th selected dimensions. Among the attitudes examined in the measures described are self concept and school related attitudes. Parental role expectations, peer interaction are also discussed. In addition, other measures of socioemotional development and the child's social role perception and integration are outlined. Appendices include information on developmental screening tests and observational measures.
Principal Author: Lillian G. Katz; Elaine Jacobson.

Index codes 2 16 19 83

943

Mediax Associates, Inc. Westport, Connecticut.
An Overview of a Project to Develop Head Start Profiles of Program Effects on Children.
29p.
1979. ED172906

This paper provides an overview of a project (now in its formative stages) to develop Head Start measures of program effects on children 3 to 7 years of age. The program approach is distinctive in emphasizing evaluation of all aspects of children's development that may affect their overall competence in reflecting the concerns, views, and values of a broad range of persons, and in recommending that the proposed measures be processed differently with children from different backgrounds in order to generate a plurality of scales of development. Specific descriptions of desired characteristics of children were collected from parents, public school teachers, Head Start staff members and child development scholars. Also, research literature was viewed, and special studies were commissioned. More than 1700 characteristics were identified and aggregated to form six domains: (1) health and physical development, (2) cognitive development, (3) social-emotional development, (4) aesthetic development, (5) moral and ethical development and (6) life skills. These domains include 26 dimensions of development. All domains except (4) and (5) are recommended for inclusion as evaluation measures. It is proposed that these measures be used to assess children's developmental status and that program effects be evaluated in terms of the relative change in children's development resulting from the program. Standards of significant change would be set in terms of the maximum change affected by the consistently most effective programs in a particular dimension for particular groups of children.
Principal Author: Herman P. Taub.

Index codes 2 21 16 5 81

944

Mediax Associates, Inc. Westport, Connecticut.
Accept My Profile: Perspectives for Head Start Profiles of Program Effects on Children. Technical Report. Volume I (Revised Edition).
167p.
1980. ED191563

This technical report discusses the development of a framework for identifying a battery of measures to be used in evaluating Head Start program effects on children 3 to 7 years of age. The report consists of an overview and five chapters, and provides eight appendices (in two additional volumes). Among the topics addressed are background information related to project planning and implementation; methodological procedures followed in determining characteristics to be measured; and issues affecting the selection of characteristics and the problems of defining constructs. Further, the specific characteristics recommended for measurement and the proposed system for their classification, as well as technical issues confronting test developers are discussed. The final chapter provides a summary of professional standards for reliability and validity, a discussion of other psychometric issues, a review of advantages and problems of using profiles and a discussion of several issues related to data collection procedures.

Index codes 2 21 16 15 81

945

Mediax Associates, Inc. Westport, Connecticut.
Accept My Profile: Perspectives for Head Start Profiles of Program Effects on Children. Appendices to Technical Report. Volume II (Revised Edition).
289p.
1980. ED191564

The second of three volumes, this document provides a description of the coding system, the rules and the procedures followed in interpreting and classifying 4,896 statements of desired program effects on Head Start children. The statements had been identified and rated by parents, staff and teachers in Input Workshops conducted by the Head Start project for developing profiles of program effects. These systems, rules and procedures have been prepared as an aid in combining similar statements, in evaluating the values participants assign to particular characteristics, in conceptualizing various domains of Head Start children's development, and in making recommendations concerning characteristics to be measured in order to identify program effects. Reduced listings of 1,516 child development characteristics, sorted by process, content, and dimension are provided. The classification system described in this document is subject to the limitations of classification systems discussed in Chapter III of the Technical Report (Volume I).

Index codes 2 12 21 16 5 81

946

Mediax Associates, Inc. Westport, Connecticut.
Accept My Profile: Perspectives for Head Start Profiles of Program Effects on Children. Appendices to Technical Report. Volume III (Revised Edition).
388p.
1980. ED191565

The third of three volumes, this document provides (1) a reduced list of child development characteristics obtained from parents, teachers, and staff participating in Head Start Input Workshops set up to identify desirable program effects; (2) a Tabulation of Importance Ratings, showing how workshop participants valued specific statements of child development outcomes; (3) a description of the method of calculating overall ratings; (4) a list of the ratings of each characteristic by various categories of participants, such as black, teachers, rural, and southwest; and (5) means and standard deviations of ages assigned to the reduced list of developmental characteristics by workshop participants. In the concluding section, J. McVicker Hunt offers a rationale for selecting preferred measuring techniques for use in assessing program effects in the cognitive domain.

Index codes 2 21 16 5 82

947

Mediax Associates, Inc. Westport, Connecticut.
Newsletter: Project To Measure Effects of Head Start Programs on Children.
HS200705

This newsletter was developed to facilitate communcation among parties interested in the outcome of the Project to Measure Effects of Head Start Programs on Children. The project was designed to fashion "tools" for use by evaluators in assessing the impact of Head Start programs on children. Four issues of this newsletter appeared between 1978 and 1981.

Index codes 81 3 21

Meece, Judy.
For other entries by this author see Index of Co-authors.

948 Meissen, Gregory J.; et al.
Wichita State University. Department of Psychology. Wichita, Kansas.
An Assessment of Head Start and Day Care Needs in the Northeast and Oaklawn Communities.
35p.
1981. HS200883

The Wichita Day Care Association in conjunction with the Com
Program of Wichita State University, conducted a needs asses
Northeast and Oaklawn communities of Wichita, Kansas. Citiz
opinions of Head Start and Day Care were surveyed in March,
meet the following objectives: (1) to obtain the overall nu
child day care centers in each respective area, (2) to ident
children being served by these child care facilities, and th
openings in each, (3) to assess the number of households eli
Start in each area, (4) to identify the present number of ho
child care facilities and/or Head Start programs in the area
the difficulty of obtaining child care services in the North
communities, (6) to measure participant satisfaction with th
care service presently used, (7) to assess participant aware
operating Head Start programs in the Northeast community, an
participant preference for either Head Start part-day progra
centers in the respective areas.

Index codes 82 1 12

Meissner, Judith A.
Melcer, Donald.
For other entries by these authors see Index of Co-authors.

949 Melvin, Leland D.
A Study of Head Start Programs in Indiana.
Dissertation Abstracts International, 1967, 27(10-A):3269.
HS100260

The purpose of the study was to determine the manner in which Head Start programs in Indiana were initiated, organized and administered.

Index codes 1 12 83

950 Mendolsohn, Robert.
Is Head Start A Success or Failure?
In Helmuth, Jerome, ed. Disadvantaged Child: III. Compensatory Education: A National Debate. New York: Brunner/Mazel, 1970.
HS200261

Achievements of the Head Start program are attributed to its multidisciplinary approach which requires collaboration between professionals in health, education and other areas, and to its emphasis on the family rather than the child alone. The goal of emerging from poverty as an ultimate measure of the success or failure of Head Start is discussed. Head Start programs and public school programs are contrasted in the areas of parent involvement, nutrition, teacher/pupil ratios, and their effect on the expectations of children and their families. Risks involved in the transfer of Head Start graduates to the traditional school system and the problems of managing Follow-Through programs within the public schools are discussed.

Index codes 3 17 15 5 12 81

951 Meredith, William V.; Coffey, Linda W.
Assessment of Kelp As A Treatment Variable in A Headstart Program.
Florida Journal of Educational Research, 1970, 12(1):69-78.
HS200646

The author found that Negro boys benefitted more than girls from Kindergarten Evaluation of Learning Potential (KELP). Kits were designed to provide instructional materials measuring simple association, concept formation, and creative abilities.

Index codes 81 1 13 21

952 Mergendoller, John R.
Compensatory Education and the Varieties of Intervention: A Program Element Typology Based on the Model of the Follow Through Planned Variation Experiment.
109p.
1976. ED129443

This document presents a descriptive typology created to characterize the diverse program approaches of the Follow Through Planned Variation Experiment. Program approaches are described with respect to two orthogonal dimensions: (1) Program Elements (Instructional, Service, Participatory and Employment) with the major focus on instructional elements including curricular orientation (learning emphasis and instructional role); curricular design (nature and uniformity of activities, time utilization, instructional grouping); curricular responsibility (pre- and post-instructional); and curricular variability (instructional activities, time utilization, and instructional grouping); and (2) Target Population (Children, Instructors and Parents). To demonstrate the use of this typology, five Follow Through Planned Variation program approaches are described using the previously developed program descriptors.

Index codes 81 2 13 10

953 Mermelstein, Egan; Meyer, Edwina.
Conservation Training Techniques and Their Effects on Different Populations.
Child Development, 1969, 40:471-490.
HS100542

To assess the effects of various training procedures with different populations on the attainment of the concept of conservation three samples of children were trained on Number Conservation using Cognitive Conflict, Verbal Rule Instruction, Language Activation, and Multiple Classification techniques. It was hypothesized that no one of the training techniques would be successful. Subjects were tested 3 weeks, 2 1/2 months, and 5 momths after the last training session. Results indicate that Piaget's concept of conservation was not induced by any of the training techniques, regardless of the population. Failure of consevation training techniques in general as well as methodological considerations are discussed.

Index codes 1 13 21 82

954

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Michigan State University, Head Start Evaluation and Research, 1967-68 Research Abstracts and Progress Reports.
47p.
1968. ED047771

This document contains nine research abstracts and five progress reports of projects, complete and incomplete, initiated in 1967-1968 by the Michigan State University Head Start and Evaluation Center. The table of contents lists 14 projects under two subheadings (1) Research Abstracts, 1967-1968 Report, and (2) Progress Reports, 1967-1968 Research Projects.

Index codes 3 21 7 19 81

955

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Attitudes, Expectations, and Behavior of Parents of Head Start and Non-Head Start Children. Report Number 1.
24p.
1968. ED030475

Head Start was conceived not only as an intervention program with children, but as a total effort of intervention in the disadvantaged family. Head Start seeks to influence the child not only directly through the classroom program, but indirectly through the parents. It is, therefore, important to determine if parent participation in Head Start modifies their attitudes and behavior in a way relevant to the positive development of their children. In order to ascertain if such a change takes place, Head Start parents were compared with non-Head Start parents as to educational and child rearing practices. The data were obtained by administering the Merrill-Palmer Head Start questionnaire to 103 Head Start parents and 77 non-Head Start parents. Both samples were Negro and comparable on income level and family size. Very few behavior and attitudinal differences between the two groups of parents were found. Those few differences were meaningful only individually and did not follow any pattern. These findings fail to support the assumption that Head Start experience will change the parents and thereby influence the child.
Principal Author: Sarah D. Hervey.

Index codes 1 15 7 84

956

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Social Antecedents of Preschool Children's Behaviors. Report Number 2.
51p.
1968. ED030476

This study was made to identify and measure social-environmental characteristics of low income children and to analyze the relationship of these variables to cognitive and socioemotional measures taken shortly after entrance into Head Start. It was felt that such information would be useful to teachers and curriculum planners who wished to devise experiences for Head Start children based on defined areas of deprivation Data were obtained from Head Start children and their mothers. These low and middle income mothers were administered the Social-System Interview, based on the open-systems theory. Only the variable of hierarchical order was investigated. Because of the small sample (45 children and 45 mothers) and the large error variances, no definite conclusions were reached about the relationship between the mothers' attitudes and the performance of the children. It was found that the low income group was quite heterogeneous in attitude. Principal Author: James Weber.

Index codes 1 17 16 24 15 83

957

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Interrelations Between Social-Emotional Behavior and Information Achievement of Head Start Children. Report Number 5.
46p.
1968. ED030479

The purposes of this study were (1) to identify the social-emotional and information-achievement characteristics of 133 children enrolled in Head Start and (2) to explore the interrelationships found to exist betwen social-emotional behavior, as assessed by the teacher at the outset of the program, and the gains exhibited over the year in information achievement, as assessed by the Preschool Inventory (PI) and the Operation Head Start Behavior Inventory (BI). The PI was administered during the first and last months of the year-long Head Start program; the BI was given only during the beginning of the program. The general hypothesis was that there existed positive relationships between negative aspects of teachers' ratings of social-emotional behavior and gains in information-achievement of children enrolled in Head Start. The data failed to demonstrate any such significant relationships.

Principal Authors: Marjorie Noble; Sarah D. Hervey.

Index codes 1 16 24 19 83

958

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Modification of Cognitive Skills Among Lower-Class Negro Children: A Follow-Up Training Study. Report Number 6.
126p.
1968. ED030480

The four purposes of this study were (1) to test the long-range effects of classification training (CT) on disadvantaged black children, (2) to evaluate the effects of reintroducing CT to those previously trained, (3) to compare CT at two age periods (5 and 6 years old), and (4) to compare CT with attention training (AT). Of the 69 children used in this study, 30 had received CT the year before, and 39 had received no training (NT). CT focuses on the many attributes of objects that may be used as a basis for grouping. AT teaches the child to focus on observable attributes and to discriminate among them. The children were pretested, and 59 of them were divided into six groups: (1) CT-CT (the symbols signifying that the group received CT the previous year and the current year), (2) NT-CT, (3) CT-AT, (4) NT-AT, (5) CT-NT, and (6) NT-NT. Pretraining scores on a battery of grouping tasks indicated that the previous year's training had had a lasting effect, at least in facilitating a more flexible approach to classification in the current year. CT-CT, NT-AT, and NT-CT children showed a significant increae in grouping responses on posttests.

Principal Authors: Irving E. Sigel; Patricia Olmstead.

Index codes 1 21 13 83

959

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Social Class and Parent's Aspirations for Their Children. Report Number 8.
18p.
1968. ED030482

This is a study of educational, occupational, and income aspirations as they are related to social class. It was assumed that individuals have a range of aspirations rather than a single level of aspiration. Research has indicated that lower class individuals have a lower level of aspiration than middle class individuals. It may be, however, that although the lower class has the same peak of aspirations, they also have a larger range of aspirations, including a lower base. Thus, on single response questionnaires, they may appear to have a lower level of aspiration. Parents of negro children enrolled in Head Start were interviewed with regard to their aspirations for education, occupation, and income of their children. It was found that the social class of the parents was inversely related to the width of the range of aspirations but that the peak of the lower class was the same as that of the middle class. Principal authors: Hyman Rodman; Patricia Voydanoff.

Index codes 1 7 17 83

960

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
The Prevalence of Anemia in Head Start Children. Nutrition Evaluation, 1968-69.
22p.
1969. ED041629

Concern over the nutritional status of the disadvantaged in America led to this study describing the prevalence of anemia among Head Start children in Pontiac, Michigan. Hemoglobin and hematocrit determinations, along with measurements of height and weight, were performed on 77 children, 4 to 6 years old, enrolled in Head Start classes. These measurements were taken twice, at the beginning and end of a 6-month interval. Due to attrition during the interval, only 52 of the children were available for the second session. When compared to the standards commonly used in nutritional surveys, only one child on both occasions had a hemoglobin level that would be considered anemic (i. e., below 11 gm/100 ml.). The Hematocrit standard of anemia, however (less than 33%), indicated that 5.3% of the children were anemic at the first reading and 7.8% at the second. Eighty percent of the subjects at both readings were black, and, although the differences were not statistically significant, these children had lower hemoglobin and hematocrit values than their white classmates. Applying two standards of height for age, the Stuart-Meredith percentile standards and the Iowa growth charts, it appears that the Head Start children measured were well within the acceptable ranges of "normal."
Principal Author: Olaf Mickelsen.

Index codes 1 5 83

961

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Heterogeneous vs. Homogeneous Social Class Grouping of Preschool Children in Head Start Classrooms.
92p.
1969. ED045176

This study tests the hypothesis that disadvantaged children learn more from interaction with advantaged children in Head Start classrooms than when grouped solely with other disadvantaged children. Subjects were 32 disadvantaged children who were assigned to two experimental groups of eight each and a control group of 16. Eight advantaged children were added to each of the experimental groups. Teachers assigned to all three classes were similar in experience, teaching style and demographic characteristics. Variables of chief interest in this study were cognition, language, and socialization. Pre- and posttests on a variety of standardized and specially developed instruments evaluated the performance of all children. Videotapes were used to assess socio-emotional behaviors such as aggression and dependency. When comparisons were made between control and experimental groups results indicated support for increased educability in classes holding a higher percentage of advantaged peers. Consistent gains were evident although significance at the .05 level was not reached. The experimental children gained in task persistence and verbal skills; aggressive and dependent behaviors decreased; and self concepts improved.
Principal Author: Robert P. Boger.

Index codes 1 12 13 16 19 21 84

962

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report.
191p.
1969. ED044168

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their parents who were assigned to three treatment groups: developmental language, structured language, and placebo (workshop). Mothers met in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These meterials were not used in the Head Start program during the experimental period.) Pre- and posttests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's storytelling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother-child interaction, as a result of a differentiated parent education language program. No program approach was clearly superior but mothers in the specific content-oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantage. Appendixes comprise more than 1/3 of the document.
Principal Author: Robert P. Boger.

Index codes 1 15 23 24 16 83

963

Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
Social-Emotional Task Force. Final Report.
176p.
1969. ED033744

To develop and field test new assessment procedures for the 1969-70 Head Start national evaluation, a list of existing tests measuring selected social and emotional variables was compiled. Tests were selected on these criteria: (1) conceptual soundness, (2) relevance for preschool children, (3) whether disadvantaged children might be expected to show a deficit compared to their advantaged peers, and (4) the degree of overlap with the cognitive domain. The variables and respective tests finally selected were (1) curiosity: Curiosity Box subtest of the Cincinnati Autonomy Test Battery (CATB), (2) frustration: Michigan State University Puzzle Box Task based on the Keister-Funich task, (3) sociometric status: Play Situation-Picture Board Sociometric Technique, (4) self-concept: Brown IDS Self-Concept Referents Test, the Self-Social Constructs Test, Preschool Self-Concept Test, and Experimental Photographic Self-Concept Test, (5) delay of gratification: The Mischel Technique, (6) task persistence: Persistence subtest of the CATB, and (7) impulsivity: Motor Impulsivity subtest of the CATB. Other variables identified but not examined in depth were sex-identification, dependency, anxiety, and aggression. The authors discuss each of the assessment instruments and give field testing results.
Principal Authors: Robert P. Boger; Sarah S. Knight.

Index codes 2 16 82

964

Merrill Palmer Institute. Michigan State. Detroit, Michigan.
A Classification and Attention Training Program for Head Start Children. Project Report.
186p.
1970. ED041332

This report contains a discussion of a classification and attention training program for Head Start children. Chapter One presents the theoretical background of the project, which is based on Piaget's model of attention and classification. The methods used in the program are explained in Chapter Two. The next chapter discusses curriculum development and program implementation. Chapter Four provides results. Implication for Education, Chapter Five, concludes this report. Briefly, some of the results of this project include: (1) the cognitively based structured curricula produced greater gains in Head Start children than the less structured programs; (2) differential cognitive changes were demonstrated relative to curricular input; and (3) attention training produced lower gains than the classification program.

Index codes 1 13 12 21 17 81

965 Merrill Palmer Institute. Michigan State University. Detroit, Michigan.
An Experimental Program in Classification and Attentional Training With Head Start Children.
8p.
1970. ED044171

This report presents the research design of an experimental intervention training program designed to determine the similarities and differences in cognitive outcomes as a function of curricula based on classification and attentional training. Answers to two questions of practical importance were sought. Given that the training program developed by Sigel and associates positively modified the cognitive skills of lower class children, could the materials be adapted for younger children without losing the character of the training? Also, could the program be carried out by Head Start teachers rather than research project personnel? Two classrooms in each of two independent programs (Detroit and Pontiac, Michigan) administered classification training and matching placebo (language training) along with attention training and its placebo (perceptual motor training). In each location, one classroom was used as a pure control. Teachers were selected from a well qualified volunteer group. A total of ten teachers and 160 children participated in this field test. A core battery of measures employed by the 1968 national Head Start evaluation model was given and supplemented by measures critical to this program design. A typical pre- and posttest research design was used.
Principal Author: Robert P. Boger.

Index codes 2 13 21 12 83

Mertz, W.
Messick, Samuel.
Meyer, Edwina.
For other entries by these authors see Index of Co-authors.

966 Meyer, William J.; Egeland, Byron.
Changes in Stanford-Binet IQ: Performance Vs Competence.
13p.
1968. ED056745

This evaluation of cognitive change in Head Start children focused on changes in performance as opposed to changes in competence; specifically, that Binet test performance improves as a function of experience with Binet examiners. The study involved 93 children assigned to four groups who were tested for IQ gains during a 6-week Head Start program in summer, 1968. Group distribution by sex was approximately equal; distribution by race was also equal in Groups I, II, and III. Group IV had only black children with pretest IQ that was meaningfully lower than that of the other groups. Groups were given the initial Stanford-Binet either at home or during the first or second week of school. At the end of the program, each group was again tested. A preliminary analysis of variance of the mean pretest IQ scores and the mean posttest scores showed that the four groups were essentially similar at the beginning and end of the program. These results indicate that, despite the possible variations in teachers and programs and in pretest IQ, overall differences among the groups were small and random, indicating that test performance did not improve. Magnitude of change is also discussed in the study.

Index codes 1 24 83

Meyer, William J.
For other entries by this author see Index of Co-authors.

967

Michigan State University. East Lansing, Michigan.
An Experimental Therapeutic Program for Head Start Children. Year End Report.
93p.
1970. ED057882

This is a report of the therapeutic unit developed under the auspices of Head Start for the education of atypical low income children who cannot be contained in regular Head Start classrooms. The primary objective for this first year descriptive phase was to determine if the teaching staff could work productively with six pupils who presented a wide range of clinical, family and learning problems. The staff included a head teacher, an aide, a volunteer (none of whom had special education training), and a clinical psychologist. The program was organized around 3 structural groupings: (1) total group activities, to create group cohesion and improve social skills; (2) sub-group activities, designed around level of motor abilities and communication skills; and (3) individual therapy, for perceptual-motor development, communication skills, social and emotional problems. Parent involvement and home visits were integral parts of the program. It was concluded that the staff worked effectively with the children since all children improved to some degree in the basic skill. Nearly all the parents were able to change their attitudes and behavior towards their atypical child. The document includes details of staff roles, case studies, classroom settings, meals, follow-up activities, and future placement information.
Principal Author: Donald Melcer.

Index codes 3 13 15 16 21 83

968

Michigan State University. East Lansing, Michigan.
Classification and Attention Training Curricula for Head Start Children.
6p.
1970. ED042508

The needs and capabilities of 4-year-old Head Start children were considered in development of classification and attention training curricula, including: (1) sensory exploration through object manipulation, (2) variety of high-interest materials, (3) change of pace during the lesson, (4) presentation of learning activities as games, (5) relating of new terms to the child's experience and vocabulary, and (6) instructing the child in concept meanings before asking him to follow directions using those concepts. Twenty lessons were developed in classification training, which emphasized labeling, description, likenesses and differences, and categorical grouping of such objects as plastic fruits, toy airplanes, and wearing apparel. A guided discovery method encourages the child to detect and recognize relationships for himself. Attention training lessons used materials such as stimulus shapes, parquetry blocks, and three-dimensional animals. The child learns to observe the characteristics of objects and then select like objects. For attention training, a minimum of verbalization and labeling is used as the child is encouraged to focus on visual stimuli. Head Start teachers have reacted positively to these curricula.
Principal Author: Eileen M. Earhart.

Index codes 3 13 23 21 83

969

Michigan State University. East Lansing, Michigan.
Results and Implications of a Head Start Classification and Attention Training Program.
19p.
1970. ED045182

This report presents the results, statistical analysis and implications of classification and attention training curricula field tested with Head Start children by their teachers. Teacher, location of program, and treatment were the variables considered but only treatment effects were significant. Results, summarized in three levels, indicate (1) on some intellectual dimensions, Head Start pupils made gains regardless of the type program in which they participated, (2) specific treatments across experimental groups produced task specific gains, and (3) pupils learn operations but they do not generalize these acquired abilities to other theoretically related areas of cognitive activity. Implications are that a comprehensive Head Start program must begin with an assessment of specific learning needs followed by the use of curricula designed to meet these needs. An approach which begins with perceptual motor manipulation, proceeds to attention training, and concludes with classification training might be more successful than any of its predecessors. Principal Author: Donald Melcher.

Index codes 1 13 21 83

970

Michigan University. Architectural Research Lab. Ann Arbor, Michigan.
An Annotated Bibliography on Early Childhood.
107p.
1970. ED049822

This annotated bibliography of more than 150 books and articles covers a wide range of topical areas concerned with the relationship of the young child to his environment. Among the 18 topics included are: child development; health, education, staff, and community programs' infants and toddlers, handicapped children; Project Head Start; day care; and disadvantaged children. Sources for periodicals, bibliographies, and films are also listed. The bibliography is intended to be a information source itself as well as a directory to information sources. Annotations are extensive. The selection of publications to be included was guided by the professional interests of the project staff rather than by any explicit theory of early child care and development.

Index codes 3 5 12 8 18 13 81

Mickelsen, Olaf.
For other entries by this author see Index of Co-authors.

971 Mico, Paul R.
A Look at the Health of Boston's Project Head Start Children.
The Journal of School Health, 1966, 36(6):241-244.
HS100262

This article describes the health component in Boston's Head Start program including a profile of the children involved in the project.

Index codes 1 5 81

972

Midco Educational Associates, Inc. Denver, Colorado.
Perspectives on Parent Participation in Project Head Start: An Analysis and Critique.
226p.
1972. ED080217

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report is divided into two parts. Part I is a discussion of the theoretical orientations behind the formation of Head Start and the other anti-poverty programs, and an examination of the history and development of the Community Action Program and Head Start itself. Part I concludes with a description and analysis of parent participation in the program. Part II is a review of the literature of the past decade related to Head Start and Head Start type programs. The report also gives a summary and analysis of the parent participation project research implications.

Index codes 1 13 15 6 84

973

Midco Educational Associates, Inc. Denver, Colorado.
Investigation of the Effects of Parent Participation in Head Start. Non-Technical Report.
72p.
1972. ED080216

One of a series of four, this report presents the abstract and summary of the technical report of a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement, parents as paid employees in Head Start, was also studied. This report capsulizes the methods of the study, the target population, the results, the implications, and the recommendations for future research.
Principal Editor: Kathleen C. Bromley.

Index codes 1 13 15 6 84

974

Midco Educational Associates, Inc. Denver, Colorado.
Investigation of the Effects of Parent Participation in Head Start. Final Technical Report.
251p.
1972 ED080215

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report gives a summary of the project's methods and results, and includes the statistical data gathered from the 20 Head Start centers studied. In general, results are supportive of high parent participation in both roles in relationship to all dependent variable areas. Results also indicate that extensive parent involvement in Head Start centers appears to be related to the degree of involvement parents had in recognizing, planning and implementing improvements in the centers.

Index codes 1 13 15 6 84

975

Midco Educational Associates, Inc. Denver, Colorado.
Investigation of the Effects of Parent Participation in Head Start. Appendices to the Final Technical Report.
168p.
1972. ED080218

This publication is a compilation of eight appendices to the final technical report on a project which studied the effects of parent participation in Head Start. These appendices include the request for proposal, the telephone survey interview forms, the self-concept test forms, the program quality checklists, questionnaires, and other instruments used in the project.

Index codes 2 15 13 6 84

976 Milgram, Norman A.; Ozer, Mark N.
The Effects of Neurological and Environmental Factors on the Language Development of Head Start Children--An Evaluation of the Head Start Program.
60p.
1968. ED017317

This Head Start study was conducted to determine the influence of neurological factors and home environment on the language and cognitive development of the disadvantaged child. Two District of Columbia centers were used. The subjects were about 70 Negro preschool children from low-income families. These children were given several batteries of tests during the 8-week Summer Head Start session. Neurological tests of both verbal and motor types were administered initially to obtain an indication of the maturity or immaturity of the development of the child's nervous system. These results, indicating which children needed the most help, were later compared with the results of the school readiness evaluation tests. The SRE measures the level of linguistic and cognitive ability of the child and is especially constructed to reflect a deficit or abundance of those attributes a chid will need in the formal school situation. The results of the SRE test showed a general performance gain between the 2 testing periods, gains considered to be a function, in part, of the child's mental age. In order to show the relation between the child's performance and his home environment, a social worker visited each pupil's home and talked with the mother. The worker filled out a questionnaires during this visit and later gave his impression of the quality of the verbal environment in the home.

Index codes 1 5 15 17 23 81

977 Miller, Arthur W.
A Study of Head Start's Influence on Schema Used in Art by Disadvantaged Children.
Dissertation Abstracts International, 1971, 31(11-A):5673.
HS200263

The purpose of the study was to determine the influence of Head Start programs on schema used by disadvantaged children in their art work. A comparison was made of schema development on two-dimensional and three-dimensional art projects. One hundred fifty first grade children made up the sample.

Index codes 1 21 83

978 Miller, Harry, L., ed.
Education for the Disadvantaged: Current Issues and Research.
New York: Free Press; 1967. 290p.
HS100731

The volumes in this series survey recent research findings, commentary on persistent issues, evaluations of ongoing experiments, and ideas for the future, and reprint the most significant of them in the form of excerpts, summaries, or entire articles. The chapters in this book on education for the diadvantaged cover social and psychological influences on schooling; the testing dilemma; programs, projects, and curriculum issues; teaching and the teacher; and the status of northern school desegregation. Discussions of Project Head Start deal with Child Development Centers, a study of a state program conducted at the University of Texas, the Ypsilanti Perry Preschool Project, preparing the child for school, and the training of aides.

Index codes 3 12 82

979 Miller, James D.
Illinois University. National Lab. on Early Childhood Education. Urbana, Ill.
Review of Selected Intervention Research with Young Children.
24p.
1969. ED027091

Reviewing of long term and short term intervention research undertaken by Skeels and Dye (1939), Dawe (1942), Brazziel and Terrell (1962), Carter (1966), Sigel, Roeper, and Hooper (1966), Weikart (1967), Klaus and Gray (1967), Karnes and others (1966), Bereiter and Engelmann (1966), Blatt and Garfunkel (1965), Nimnicht (1966), and Smilansky (1964 and 1966) suggests that future research should be approached cautiously but with optimism. Short term intervention research has made gains when directed to specific behaviors, but its effects on complex behaviors have not been established. Massive environmental change produces great improvement in abilities associated with adult social competence and affects intellectual functioning, educational attainment, economic productivity, and family stability. Intervention effort which lies between these extremes is too new to be adequately assessed. While physical environment has received much attention, priority should be given to the behavior of the interpersonal environmental agent interacting with the child and mediating between the child and physical environment. Behavioral requirements of an effective environmental agent are outlined. Longitudinal intervention research is needed and should be encouraged.

Index codes 82 2 12 20

980 Miller, James H.
Regional Research Institute for Human Services. Portland, Oregon.
Expanding Head Start Services to Protect Children - An Evaluation of Four Demonstration Projects.
91p.
1976. HS200453

In 1975, Region X of the Office of Child Development funded four demonstration projects dealing with prevention and treatment of child abuse and neglect: the Vulnerable Child Project, the Family Advocate and Training Project, the Family-Based Head Start Project, and the Parenting Project. The evaluation consists of a descriptive case study of each project - its organization, staff, links to community resources, its service delivery system, and benefits to families, Head Start, and the community. The findings suggest the projects were successful in relieving abuse and neglect in their respective communities, and that Head Start can extend services to abusing and neglecting families, thus becoming part of the community network of social services.

Index codes 1 15 12 7 6 82

981 Miller, L. Keith; Schneider, Richard.
The Use of a Token System in Project Head Start.
Journal of Applied Behavior Analysis, 1970, 3(3):213-220.
HS200264

This study sought to develop a practical and effective method for teaching the beginning elements of handwriting in a Head Start program.

Index codes 1 13 83

982 Miller, Leslie Jean.
Cornell University.
The Effects of Community Characteristics on A Federal Program: The Case of Head Start.
Dissertation Abstracts International, 1978, 38(12):Section A, 7577.
HS200844

The question of this research is the extent to which community and organizational characteristics affect the performance of a federally sponsored program at the local level. Fifteen measures of program performance were developed which focused on the ability of programs to obtain needed resources. All Head Start programs appear to operate under uncertain conditions, being subject to diverse federal regulations which change frequently. The findings of this study indicate, however, that Head Start programs with centralized authority structures are more likely to have high performance levels on a number of dimensions. Head Start programs which are centralized appear to benefit from their close ties with the local agency which administers them due to greater access to resources in their communities. This negative association between the decentralization of authority structure and most aspects of performance is affected by the degree of instability of the local environment, however. There is a positive association between a community's institutional complexity and its participation in a federal program such as urban renewal. Thus this study predicted that community institutional complexity would be positively related to Head Start program performance. This hypothesis was not supported; community institutional complexity had no relation to Head Start program performance. The institutional support available in even the least complex communities is apparently sufficient for a program such as Head Start which has a relatively simple technology and receives support from the federal government.

Index codes 1 6 12 81

983 Miller, Louise B.
Louisville University. Department of Psychology. Louisville, Kentucky.
Experimental Variation of Head Start Curricula: A Comparison of Current Approaches. Annual Report, June 12, 1968-June 11, 1969. 118p.
1969. ED041618

In this study, investigators made an experimental comparison of four curricula for Head Start classes: (1) the official (or "traditional") Head Start program, emphasizing enrichment of experience, individual differences, a climate of freedom, and learning by doing. (2) the DARCEE program, emphasizing reinforcement of attitudes combined with training in basic skills and intensive work with mothers, (3) the academic drills approach of Bereiter and Engelmann, emphasizing the ability to handle linguistic and numerical symbols, and (4) the Montessori program, characterized by a high degree of structure in respect to the analysis and sequencing of tasks, combined with great flexibility in that each child is expected to pursue his own interests. During the 1968-69 school year 14 classes were conducted--two Montessori classes, and four classes in each of the other program styles. The 4-year-olds in these classes were pre- and posttested with nine instruments, selected to assess gains in cognitive, motivational, social, and perceptual development. A non-preschool control group was also tested. Classes were monitored periodically throughout the year to assess treatment dimensions. All phases of the first year of this study are now complete. Data analysis is in process. Tables and appendices are included.

Index codes 1 13 16 21 84

984 Miller, Louise B.; et al.
Louisville University. Louisville, Kentucky.
Experimental Variation of Head Start Curricula: A Comparison of Current Approaches. November 1, 1969-January 31, 1970.
42p.
1970. ED041617

This paper reports results of the first year of a 2-year comparative study of four curricula used for disadvantaged preschool children: Bereiter-Engelmann, DARCEE, Montessori, and Traditional (the official Head Start program). Details of the study design and procedures are contained in the abbreviated Annual Progress Report for 1968-1969 (PS 003 034). Treatment (program) dimensions were assessed by in-class monitoring of teachers and children using a time-sampling procedure, and by videotape monitoring of teachers in their classrooms. Significant differences were found among the four curricula on a number of dimensions of behavior for both teachers and children, most of these differences being in predicted directions. Treatment effects were assessed by use of a variety of cognitive, social, motivational, perceptual, and achievement measures. Programs had significantly different effects on the children with respect to a number of variables measured, such as curiosity, initiative, arithmetic, and verbal participation. Preliminary regression analyses on the relationship between teaching techniques monitored in class and dependent variables have produced multiple R's between .229 and .419 and partial R's between--.293 and .307. No interpretation has been made, pending the inclusion of variables from the videotape monitoring.

Index codes 1 13 21 16 83

985 Miller, Louise B.; Dyer, Jean L.
Louisville University. Department of Psychology. Louisville, Kentucky.
Experimental Variation of Head Start Curricula: A Comparison of Current Approaches. Annual Progress Report, June 1, 1969 - May 31, 1970
119p.
1970. ED045196

Two major questions were raised in regard to four types of preschool programs. (1) Do programs differ in actual operation as well as descriptively? (2) Do programs have significantly different effects on children? Analysis of data obtained on samples of four classrooms in each of three programs (Bereiter-Engelmann, DARCEE, Traditional) and two classrooms in the fourth program (Montessori), showed clear differences. Despite within-program teacher differences on variables assessed by monitoring procedures (observation, television), results provide no evidence that the teachers' (N=14) characteristics were a source of difference among programs. Results also indicate that a brief four to eight week teacher training program supplemented by visits from consultants is adequate for identifiable program implementation. The four programs did have significantly different effects on children's cognitive, social, and/or motivational development. The immediate effects of Bereiter-Engelmann and DARCEE were statistically significant in academic and motivational development. The effects of Bereiter-Engelmann were largely confined to cognitive and academic areas. The effects of DARCEE were more diffuse and most evident in the areas of motivation and attitudes. Sex differences occurred. In general, results indicate that the immediate impact was superior for the two most didactic programs.

Index codes 1 12 13 21 16 83

986 Miller, Louise B.; Dyer, Jean L.
Louisville University. Department of Psychology. Louisville, Kentucky.
Two Kinds of Kindergarten After Four Types of Head Start.
52p.
1971. ED050824

Results are reported at the end of the second year of a 3-year comparison of four prekindergarten programs: Bereiter-Engelmann, DARCEE, Montessori and Traditional. A number of classes in each program style were used with 246 four-year-olds in Head Start. Children were tested early in the year, at the end of the year, and at the end of kindergarten on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzle, Dog & Bone, Behavior Inventory and Embedded Figures. The kindergarten experience was systematically varied. One replication of the original experiment entered a Follow Through kindergarten, the remainder of the experimental children entered Regular Kindergarten, a non-academic program. A video-tape monitoring procedure developed previously was used to analyze differences among kindergarten programs. Data were examined from several aspects. (1) Did Follow Through and regular kindergarten classes differ in expected dimensions? (2) Did Follow Through produce greater gains than regular kindergarten? (3) Were there interactions between type of Head Start and type of kindergarten? (4) To what extent were Head Start gains maintained irrespective of type of kindergarten? (5) Were there sex effects or sex interactions? Results are discussed in terms of need for finer analysis of program dimensions as related to specific effects.

Index codes 1 13 10 21 83

987 Miller, Louise B.; et al.
Louisville University. Department of Psychology. Louisville, Kentucky.
Experimental Variation of Head Start Curricula: A Comparison of Current Approaches. Progress Report No. 9, March 1, 1971 - May 31, 1971.
26p.
1971. ED053814

This study seeks to determine what differences in readiness existed in Louisville, Kentucky, children who had been exposed to various combinations of Head Start, Follow-Through and regular kindergarten. All first grade children in Louisville were tested with the Metropolitan Readiness Test during the first month of first grade. Data was analyzed with analysis of covariance, analysis of variance and correlation. Although additional data analysis is in process, five tentative conclusions are offered: (1) the token-economy Follow-Through kindergarten was better for these children than the regular kindergarten; (2) the best combination of Head Start and kindergarten was traditional Head Start followed by Follow-Through kindergarten; (3) the worst combination was Bereiter-Engelmann Head Start followed by regular kindergarten; (4) for children entering the Follow-Through program in kindergarten there is no evidence that there was an advantage in having had Head Start at all; and (5) for males entering the regular kindergarten program, any type of Head Start appeared to be better than none.

Index codes 1 10 13 83

988 Miller, Louise B.; Dyer, Jean L.
Louisville University. Department of Psychology. Louisville, Kentucky.
Four Preschool Programs: Their Dimensions and Effects.
34p.
1972. ED069411

A progress report on an experiment begun in 1968, originally entitled "Experimental Variation of Head Start Curricula: A Comparison of Current Approaches," is given. Children were taught by one of four methods in Head Start at age of four years. In Kindergarten and first-grade years most had either Follow Through or Regular programs. Monitoring of classrooms was done through first-grade year. Results show Head Start program differences on Binet IQ obtained in prekindergarten year had disappeared by end of first grade, following steady decline for all groups. Experimental Head Starts were equal to city median and superior to similar (Title I) schools.

Index codes 1 13 10 24 83

989 Miller, Louise B.; Dyer, Jean L.
Four Preschool Programs: Their Dimensions and Effects.
Monographs of the Society for Research in Child Development, 1975, 40(5-6):1-170.
EJ138519

This report presents results from an experimental comparison of four kinds of Head Start programs (Montessori, Traditional, Bereiter-Engelmann, and Darcee) and a 3-year follow-up through second grade. The four programs are described, and the immediate and stable effects of each program on children's cognitive, motivational and perceptual development are examined.

Index codes 82 1 13 21 10 16

990 Miller, Louise B.
Situational Determinants of Behavior in Preschool Classrooms.
32p.
1975. ED115401

The effect of classroom environment on Head Start, preschool, and primary grade children is examined in this study which organizes the results of a number of selected studies. The research strategies employed in these studies included observations in specified programs (in-class or by video-tape), tightly-controlled classroom experimentation combined with observations, and observations under uncontrolled and naturally varying classroom conditions. Research concentrated on the examination of four areas: (1) the relationship between prescribed treatments and classroom behavior; (2) the relationship between teacher behavior and children's classroom behavior; (3) the relationship between teacher behavior and relatively permanent characteristics of children; and (4) the relationship between children's classroom behavior and relatively permanent characteristics of children. Results of the studies of disadvantaged children indicate that didactic small-group instruction, regardless of which mode was used, was associated with restriction of the range of child behaviors. Methodological considerations for future research are explored.

Index codes 1 12 13 19 21 83

Miller, Louise B.
Miller, Stephen.
For other entries by these authors see Index of Co-authors.

991

Milwaukee Public Schools. Milwaukee, Wisconsin.
Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utilization of the Specialized Training of Speech Therapists, September 6, 1966--June 16, 1967. Program Evaluation.
66p.
1967. ED029058

The Speech and Language Development Project, funded under EA Title I, was designed to improve the verbal skills of economically disadvantaged children in the primary grades in the Milwaukee public schools, and was later expanded to include older (7-13) educable mentally handicapped youth. The 325 participants worked regularly with six speech therapists in groups of six to eight to improve their receptive and expressive language. A four-group experimental-control research design was used to evaluate that part of the project involving the primary-grade children; a two-group experimental design using the project group and a nonproject group was used to evaluate the project's success with the educable mentally handicapped students. A followup study was done of a random sample of Head Start students who had had previous language training. Evaluative data was collected from teachers, administrators, and therapists.

Index codes 1 23 8 13 12 81

992

Minnesota State Department of Education. St. Paul, Minnesota.
Minnesota State Department of Education: Title I ESEA Migrant Education. Annual State Evaluation Report Fiscal Year 1977.
77p.
1977. ED188830

In the spring and summer of 1977, 4,944 migrant children participated in the 17 Day Care, Head Start, and Title I projects of the Minnesota Migrant Program. Total cost of the program was $1,620,000, with day care receiving $650,000, Head Start $150,000, and Title I $820,000. More than 450 people were employed in the local school districts. Evaluation was conducted in a number of areas. Teachers reported that in reading skills 95% of the children gained between one to three months and that in mathematics 89% of the children showed a gain from one to three months. In the area of pupil self concept and attitude, the children indicated they had enjoyed their school experience and were comfortable with themselves and who they were. Program awareness and acceptance questionnaires administered to parents, project staff, school administrators, and boards and community persons showed understanding and support of the program. All project coordinators reported strong parental support and active participation in the migrant education program; about 180 parents participated in Parent Advisory Councils and 90 migrant parents were employed as teachers, instructional aides, outreach workers and cooks. Other areas discussed in this report include staff development, program dissemination, access to local facilities, interagency coordination and recommendations for improvement. Forms used in the areas of outreach, enrollment, and program assessment are appended.

Index codes 1 14 12 21 16 26 15 81

Minnchin, Patricia.
For other entries by this author see Index of Co-authors.

993 Mitchell, Ruth Smith.
A Study of the Effects of Specific Language Training on Psycholinguistic Scores of Head Start Pupils.
Dissertation Abstracts International, 1967, 28(5-A):1709.
HS100265

The study sought to determine whether or not a specific language development program conducted for a limited period of time has an appreciable effect in elevating the psycholinguistic performance of children enrolled in a summer Head Start program.

Index codes 1 13 23 83

994 Molloy, Edward Thomas.
An Analysis of the Long-Range Effects of Head Start Summer Programs on Academic Achievement in Two Central Texas School Districts.
Dissertation Abstracts International, 1969, 30(2-A):498.
HS100266

This study compares the long-range academic achievement of two groups of disadvantaged children in two central Texas school districts. One of the groups consisted of pupils who participated in a 1965 summer Head Start program. The other group was composed of children who were eligible for Head Start, but who did not participate.

Index codes 1 21 83

995 Monaghan, Anne Coolidge.
An Exploratory Study of the Match Between Classroom Practice and Educational Theory: Models in Head Start Planned Variations.
Dissertation Abstracts International, 1975a, 35(12-A):7789.
HS200267

This thesis studied the degree of implementation of ten preschool models in Head Start Planned Variation to determine the degree of match between classroom practice and educational theory.

Index codes 1 13 82

Monaghan, Anne Coolidge.
For other entries by this author see Index of Co-authors.

996 Monroe, Eleanor; McDonald, M. S.
A Follow-Up Study of the 1966 Head Start Program, Rome City Schools, Rome, Georgia.
Unpublished paper. 52p.
HS200519

In 1980, a follow-up study was conducted of children who had participated in 1966 Head Start programs in Rome, Georgia. Head Start participants compared favorably with control populations for the same year. The evaluation was based upon percentages of students completing high school, repeating grades, receiving academic awards at graduation, graduating in the top 20 percent of their class, and referred to courts for delinquency. The Metropolitan Readiness Test, the California Achievement Test, the California Mental Maturity Test, and the Iowa Test of Basic Skills were used to measure the effect of Head Start. Interviews with parents yielded data on continued participation and parents' perceptions of benefits to their first and other Head Start children. An addendum shows the composition of experimental and control groups.

Index codes 1 11 21 15 7 82

997 Montez, Philip; et al.
Foundation for Mexican-American Studies. Los Angeles, California.
An Evaluation of Operation Head Start Bilingual Children, Summer, 1965.
168p.
1966. ED013667

In California, the Mexican-American student is two years behind the Negro student and three and a half years behind the Anglo-American in scholastic achievement. Since he represents two distinct and often divergent cultures, English-speaking, middle-class oriented schools make assimilation virtually impossible. A Head Start and a follow through project in the Spanish-speaking community are evaluated in terms of social attitudes toward the learning tasks and experiences of the Mexican-American child. The pre-school program is discussed by each of these reporting groups (1) teachers, (2) parents, (3) teacher aides, and (4) "follow-up" teachers.

Index codes 1 6 10 15 25 83

998
Montgomery County Public Schools. Rockville, Maryland.
The Analysis of Data Generated in a Research Designed to Secure Baseline Information on a Head Start Program.
50p.
1968. ED037232

This report describes Head Start classroom activity, contains data on the children from a testing program, and includes teacher ratings of pupils on a Classroom Adjustment Checklist. (Individual data is being preserved for follow-up studies.) Classroom observations were made in 13 of 27 Head Start classrooms, while testing activities and teacher ratings of pupil growth went on in all 27. Classroom observations were made on the basis of the Goodman time-sampled observation technique and yielded information on such items as pupil activities, adult activities, use of instructional materials, and pupil-adult ratio. The pupil testing program consisted of the Peabody Language Development Test, the Vocabulary, Sentences, and Geometric Design Subtests of the WPPSI, the Dailey Language Facility Test, and the Test of Basic Information. The Classroom Adjustment Checklist, developed for this report, describes such variables as social interaction, self-control, quality and fluency of speech, independence, and responsibility.

Index codes 1 19 13 21 81

999

Montgomery County Public Schools. Rockville, Maryland.
Impact of the Head Start Program. Phase I of a Projected Longitudinal Study.
98p.
1970. ED045193

This first phase of a projected longitudinal study designed to assess the impact of Head Start in Montgomery County, Maryland, concentrates on reporting results of data collection activities from 1966 to the end of 1969. Instruments were developed to measure whether Head Start evolved a curriculum relevant to its goals and whether the developmental characteristics of former Head Starters are different from those of comparable first graders without Head Start experience. Methodology involved observation in classrooms, trial of specially developed materials, and administration of tests. Classroom adjustment was evaluated for pupils working with teachers, with other adults, and without direct adult supervision. Pupils in Head Start classes, former Head Starters currently in kindergarten, and non-Head Starters used as matched controls were tested on tests of basic experience and rated for adjustment. First graders who were former Head Starters were tested on standardized intelligence and readiness tests. Even though few significant differences were found between Head Starters and non-Head Starters, this phase of the study was judged successful because instruments were developed for the description of Head Start classroom activities and for the evaluation of classroom adjustment. Sixteen tables and thirteen figures are provided along with three appendixes.

Index codes 1 11 16 21 24 83

1000 Moore, S. G.
ETS-Head Start Longitudinal Study of Factors Related to High and Low Achieving Young Black Children.
Young Children, 1978, 33(4):74-77.
HS200696

This discussion is based on an ETS publication by Virginia Shipman, Project Director of the Longitudinal Study, entitled Notable Early Characteristics of High and Low Achieving Black Low-SES Children (1976). For this Project Report, a subsample of 107 Black children was selected for a study of extremes--53 children who were performing very well, and 53 who were performing very poorly in math and reading in the third grade (plus one child with a mixed record). The researchers found that High and Low children showed different degrees of readiness for school as early as four years of age, prior to attendance in any preschool or Head Start program.

Index codes 82 1 21

1001 Moore, S. G.
Effects of Head Start Programs with Different Curricula and Teaching Strategies.
Young Children, 1977, 32(6):54-61.
HS200694

Since 1964, a number of distinct Head Start models have been developed using different curricula and different program formats. As these models emerged, research studies were undertaken to compare the effectiveness of programs that differed in teaching strategies and curricula. One such study, by Miller and Dyer (1975), is the main focus of this research report. Miller and Dyer investigated the overall effects, as well as the model specific effects, of four pre-school programs: Bereiter and Engelmann, DARCEE Montessori, and a traditional program. There were multiple classrooms of each model, four classrooms for each of the three models, and two of the Montessori Model. Repeated observations were made of classroom processes, focusing at times on the adults and at times on the children. The Bereiter and Engelmann Model was the most effective overall in improving children's performance on general cognitive and school content measures. The Bereiter and Engelmann and the DARCEE children performed better than other models on the Basic Concept Inventory, the Parallel Sentence Production measure, and the arithmetic test. The Peabody Picture Vocabulary Test indicated no difference among models. DARCEE and Montessori groups scored significantly higher than others on the Dog and Bone Test, a measure of innovative solutions to a problem. It was found, however, that school effects faded within a year or two of the model program.

Index codes 81 1 13 21

1002 Moore, Shirley G.
Past Research and Current Perspectives on Head Start and Follow Through.
Viewpoints in Teaching and Learning, 1979, 55(3):75-82.
EJ208706

An overview of evaluation research on the effects of center-based Head Start, home-based intervention programs for infants and toddlers, and Follow Through is presented.

Index codes 81 3 9 10 12

1003 Morris, Berniece E; Morris, George L.
Kearney State College. Nebraska.
Evaluation of Changes Occurring in Children Who Participated in Project Head Strt.
123p.
1966. ED017316

The environment of children from low socio-economic levels militates strongly against their success in school. To help thwart or reverse the deficiences of disadvantaged youth, the Preschool Enrichment Program was created. This document is an evaluation of a 1965 Summer Head Start Program for 4- and 5-year-olds in Kearney, Nebraska. Tests were administered to Head Start children at the beginning of that program and again near the end of kindergarten. The results were compared with test scores of a matched group of non-Head Start children tested at the beginning and end of kindergarten. The primary purpose of this comparison was to see if the enrichment program plus kindergarten resulted in greater achievement than kindergarten, alone, would have produced. The general conclusion from the results of the tests of (1) intellectual ability, (2) visual-motor perception, (3) achievement, and (4) social growth and adjustment was that the former combination produced greater gains. Statistically significant differences in favor of the experimental group were actually obtained only with respect to the test of intellectual ability, but favorable trends were observed generally. A secondary purpose of this study was to investigate the effect on disadvantaged children's responses of using low fidelity stimuli or high fidelity stimuli in various perceptual-motor exercises. The results were inconclusive. The document also includes a brief review of the literature on achievement by the culturally deprived, and several case studies of children who participated in the Head Start program.

Index codes 1 16 21 81

Morris, George L.
Morris, Mary.
For other entries by these authors see Index of Co-authors.

1004 Morris, Vivian D.
Factors Related to Parental Participation in Project Head Start.
Dissertation Abstracts International, 1974, 34(8-A):4576.
HS200271

The purpose of the study was to identify factors, suitable for adjustment by educational personnel, which influence parent participation in Project Head Start. The parent participation at five centers was analyzed to determine the relationship of involvement to differences in program content an approach, incentives to parent participation, staff attitudes, and parental roles encouraged.

Index codes 1 15 83

Morrow, Robert D.
For other entries by this author see Index of Co-authors.

1005 Mueller, E. Jane.
The Effects of Father Absence on Work Analysis Skills Among Head Start Children.
Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., March 30-April 3, 1975. 12p.
ED104570

The goals of the study were: (1) to determine the relationships among selected sociological, health, and behavioral variables and third-grade word analysis test scores, and (2) to test a causal model employing part analysis. Subjects were 314 Head Start students in 1968. Data on race, sex, perinatal complications, number of children in the family, father absence, and subjects' behavior were obtained from medical records. Data indicate that for the most disadvantaged children (those selected for Title I programs) the absence of the father may be a possible cause of low word analysis test scores. Data tables are included.

Index codes 83 1 21

1006 Muenchow, Susan; Shays, Susan.
Administration for Children, Youth, and Families (DHHS). Washington, D.C.
Head Start in the 1980's: Review and Recommendations. A Report Requested by the President of the United States.
72p.
1980. ED197848

Head Start's 15 years of service are reviewed and future recommendations are presented in this report requested by the President of the United States. The program's successes include: (1) providing health care services to the poor; (2) effecting long-lasting educational gains for children; (3) fostering parent involvement; (4) promoting the career development of Head Start parents; and (5) influencing other community programs. Research and demonstration activities have made it possible for Head Start to respond to changing family needs and provide services beyond the original preschool target population. Despite these successes, Head Start has been confronted with the problems of inflation, uneven program quality, limited managerial resources, low staff wages, and shifts in program administration and changing demographics. Suggestions for protecting program quality (emphasized in this report as Head Start's foremost priority) include incorporating more trained caregivers into the program, increasing program and managerial resources, and legislating Head Start's permanent status in the Administration for Children, Youth, and Families (ACYF). In addition, recommendations for the controlled expansion of Head Start, the strengthening of recruitment procedures, an increased emphasis on the family-centered orientation and the maintenance of a strong evaluation component are made.

Index codes 3 12 84

1007 Mundy, Michael Jerome.
An Analysis of An Academically Structured Head Start Program for: (1) Geographic, (2) Academic Treatment, and (3) High-Low Subjectability Variables.
Dissertation Abstracts International, 1973, 34(5-A):2395.
HS200272

This dissertation studied the effects of an academically structured Head Start program on four treatment groups. The Bereiter-Englemann method was used. Children were pre- and post-tested. Findings are reported on test scores.

Index codes 1 13 21 83

1008 Munro, Nancy.
Montana University. Missoula, Montana.
A Study of Food and Poverty Among 113 Head Start Children in Missoula, Montana.
113p.
1968. ED028829

A study of the effects of inadequate nutrition upon disadvantaged children involved 113 Head Start children and their families. Information was collected on home diet, socioeconomic data, performance on intelligence tests, hemoglobin levels, class attendance, height, and weight to find out whether or not there was a relationship between nutrition and behavior. Since adequate nutrition enables one to cope better with stresses, it is probably that a satisfactory diet can positively influence behavior. Results indicate that high amounts of refined carbohydrates and low amounts of meat are associated with low playground activity, hyperactivity and short attention spans. Children with small amounts of vitamin A had lower playground activity, less hyperactivity, and longer attention spans. Specific measures need to be designed to test the relationships between diet and behavior.

Index codes 1 5 19 24 17 81

1009 Murphy, Dennis T.
Head Start: It's Nice, But Does It Work.
14p.
1978. ED154933

This paper reviews research and evaluation results which indicate the effectiveness of Head Start. Research concerning the effects of Head Start on the academic achievement and cognitive and social functioning of children is summarized briefly, and research on the impact of medical, dental, and nutritional services made available by Head Start is also reviewed. Suggestions on how parents and staff of Head Start can collect their own data and create a research base to justify their program are listed.

Index codes 2 21 5 16 15 81

1010 Murphy, Richard F.
Dental Health Status of Gulf Coast Head Start.
Journal of the Alabama Dental Association, 1974, 58(1):32-37.
HS200273

The purpose of this study was to determine the dental caries experience of Head Start children and their parents in the Gulf Coast areas of Alabama, Mississippi and Louisiana; and to determine if any relationship exists between these places of residence and caries experience.

Index codes 1 5 82

1011 Muse, Vernon C.
An Assessment of Head Start Training on Intelligence and Achievement of a Selected Group of First Grade Students.
Dissertation Abstracts International, 1968, 29(6-A):1724.
HS100274

This dissertation assesses the status of the selected educational characteristics of intelligence and achievement of 5-, 6-, ad 7-year-old children who attended the Head Start preschool enrichment program of the Starkville Public Schools during the summer of 1965, with a control group that did not participate in a preschool.

Index codes 1 21 83

1012 Muth, Richard.
Institute for Defense Analysis. Arlington, Virginia.
The Evaluation of Selected Present and Potential Poverty Programs.
91p.
1966. ED029248

The study attempts to evaluate the efficiency of two types of alternative programs aimed at increasing the incomes of poor families. It deals with programs involving education and training as well as those which represent direct measures for increasing family income. In order to compare such programs, a common measure of efficiency is needed. The one chosen here is the annual cost to the Federal government of raising income by $100 per year until worker reaches age 65. A rate of 9% is used to discount future income. In evaluating education and training programs, the criterion applied in judging benefits is not the change in employment but the increase in the workers' future earnings. In the absence of adequate data on the benefits of education and training programs, it was assumed that Head Start or nine months of MDTA or Job Corps training would yield the same average increase in earnings as an additional year of high school education.

Index codes 81 1 14

1013 Nalbandian, Myron K.
Progress for Providence, Inc. Providence, Rhode Island.
Analysis of Two Curricula: Englemann Becker and New Nursery School. Final Report.
55p.
1971. ED057924

Two curricula, Englemann-Becker and New Nursery School, were analyzed for effectiveness with Head Start children over a period of eight months, using the Slosson and Merrill-Palmer tests, a socialization scale and classroom observations. In cognitive development, there are no significant differences between the two curricula as used by teachers who scored highest on classroom observations. There was significantly less failure in cognitive development in low-scoring teacher classes using the New Nursery School curriculum than those using the Englemann-Becker curriculum. The New Nursery School curriculum in achieving the following results: (1) increased association of children with each other in play and work situations, (2) increased interaction of children with each other in groups of three or more, (3) more active participation by children in work and play situations, (4) sharing with other children, (5) a minimum of crying behavior with other children, and (6) increase in intellectual maturity as defined by the teacher. It is concluded that since cognitive skills acquired by the child seem to be about equal in the two curricula, and since the corollary elements which the child needs in his educative process are probably better supplied by the New Nursery School curriculum, there appears to be little reason for recommending the Englemann-Becker curriculum as against the New Nursery School curriculum.

Index codes 1 13 21 16 19 83

1014 Nash, Lola B.; Seitz, Victoria.
Yale University. New Haven, Connecticut.
Long-Term Motivational-Cognitive Effects of Day Care. Final Report.
86p.
1975. ED119805

This longitudinal study examined the effects of one year of full-day Head Start day care experiences on the long-term motivational and cognitive changes in 29 low-income black children aged 51-61 months. The children were separated into two groups; one attended a full-day kindergarten similar to Head Start, and the other was sent to half-day public kindergarten. A control group, composed of 20 children who attended private nursery school and subsequently attended kindergartens in their own neighborhoods, was also used. During the day care program and through the middle of the first grade year, data were collected in seven time periods for three areas of motivational/cognitive interaction: (1) changes in the relationship between personal interaction variables, (2) changes in intrinsic need to interact effectively and competently with the environment, and (3) changes in the impulsivity/reflectivity dimension. Comparison of the data from the two experimental groups showed little indication that the kindergarten program had produced significant effects; the small effects shown late in the year would have required an extension of the program for verification. However, there were no indications of fade-out effects of Head Start for either group. In addition, the disadvantaged groups performed comparably to the economically advantaged group except on tests which depended on high verbal ability.

Index codes 1 9 11 16 21 83

1015 Nash, Richard W.
The Effects of Project Head Start on Readiness and First Year Achievement.
Dissertation Abstracts International, 1980, 41(2-A):530-531.
HS200678

The major purpose of this study was to determine the effectiveness of a summer Head Start program in developing preschool students' readiness skills. A secondary purpose was to determine the influence of a Head Start summer program on the achievement of first-grade children. The Metropolitan Readiness Test, Form A was administered to the experimental and control groups of twenty each in June, 1978. The experimental group was composed of Head Start participants, randomly selected from forty-three children who attended a six-week Head Start summer program in 1978. The control group was randomly selected from thirty-one children who were eligible for Head Start but no program was offered. No attempt was made to measure the changes in attitudes, values, and self-concepts of the Head Start participants as a result of the six-week summer program. An analysis of covariance showed a significant difference in only one of the thirty-nine null hypotheses. The significant difference was indicated by the control group of boys. Conclusions. (1) No significant difference existed between the readiness scores achieved by the experimental group who participated in a six-week Head Start program and those of the control group who did not participate in a Head Start program. (2) Differences at the end of first grade in the academic achievement evidenced by the experimental group as influenced by the six-week Head Start program were not statistically significant when compared with the academic achievement of the control group who did not attend a Head Start program.

Index codes 81 1 21

1016

National Education Association. Research Division. Washington, D. C.
Head Start Programs Operated by Public School System, 1966-67.
Research Report, 1968-RB. 43p.
HS100907

This report is the first national survey of Head Start programs in local public schools. It was undertaken by the NEA Research Division to collect facts about the extent and nature of such programs. The survey gathered information about administrative, organizational and staffing patterns of Head Start programs in the public schools. It furnishes baseline data on enrollments, numbers of teachers, admission ages, financial arrangements and methods of parental involvement.

Index codes 82 1 2 14 20

1017

National Institute for Advanced Studies. Washington, DC.
Summary Report: An Analysis of 1978-79 Head Start Performance Indicators.
1980. HS200801

The purpose of this report is to present findings from the 1978-1979 Head Start Program Information Report (PIR) data collection effort. The PIR, completed semiannually by Head Start grantee and delegate agencies, is the source of information for eleven of the sixteen Head Start Performance Indicators. The Annual Handicapped Survey, classroom observations during on-site Comprehensive Management Reviews (CMR's), and Parent Interviews provide data for the remaining indicators. A summary of results, arranged according to programmatic component, is presented.

Index codes 1 12 20 83

1018

National Institute for Advanced Studies. Washington, D.C.
Summary Report: An Analysis of 1979-1980 Head Start Program Performance Indicators. Volume III.
445p.
1980. HS200541

This volume contains tables of performance indicators. The tables, organized by state and region, list such indicators as medical screening, medical treatment, dental examinations, immunizations, Medicaid/EPSDT paid medical and dental examinations, drop-out rates, social services and referrals.

Index codes 2 20 81

1019

National Institute for Advanced Studies. Washington, D.C.
Project Head Start 1980-81 Annual Program Information Report. Instructions.
6p. (Appendices).
1981. HS200833

The Program Information Report (PIR) provides quantitative information on key characteristics and aspects of all full year Head Start Programs. Head Start grantee and delegate agencies are required to complete two PIR forms annually, a short mid-year form and a more complete annual form which provides data for the entire operating period. These are the instructions for completing the annual form.

Index codes 84 2 12 20

1020

National Institute for Advanced Studies. Washington, D.C.
An Analysis of Annual Year 1980-1981 Head Start Program Indicators. IV Volumes .
1981. HS200792

NIAS processed, verified and analyzed the data reported in the Annual 1980 Project Head Start Program Information Report (PIR). The study was designed to provide decision-makers with statistical information on select Head Start components, including Health, Medicaid/EPSDT, Social Services, Parent Involvement, and Education and Enrollment Characteristics. Volume I is the summary, Volume II contains the Performance Indicators, and Volume III details the Performance Indicators by state. Volume IX is a mid-and end-year composite.

Index codes 84 1 12 20

1021

National Planning Association. Washington, D.C.
The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 1. Final Report.
241p.
1973. ED097115

This report contains a partial summary of the findings and recommendations resulting from research of the Child Development Associate (CDA) Training Program performed by the National Planning Association (NPA). A brief overview of the following areas is presented: (1) demand and supply of trained personnel in child development programs; (2) issues and strategies related to utilization of CDA's in Head Start; (3) development of evaluation and information systems; (4) supportive role of related federal agencies; (5) analysis of existing state regulations related to the utilization of CDA's; and (6) development of methodology for the analysis of cost effectiveness of the CDA programs. (Areas 1 and 3 are presented in detail.) The main thrust of the Area I investigation was to project to 1980 the potential demands for CDA's in preschool programs; discussed are the factors influencing the demand, potential users of CDA's, demand data taken from the literature, and other considerations. In the sections on evaluative systems, three evaluative tasks are presented which include the: (1) CDA Appraisal Guide; (2) CDA Pilot Project On-Site Evaluation Guide; and (3) CDA Pilot Project Information System.

Index codes 1 12 14 83

1022

National Planning Association. Washington, D.C.
The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 2. Final Report.
223p.
1973. ED097116

This report, the second of two volumes, contains a summary of some of the findings and recommendations resulting from research of the Child Development Associate (CDA) Training Program performed by the National Planning Association (NPA). Three areas are reviewed: (1) the involvement of states in CDA credentialing, including an analysis of present state qualification requirements for child care workers, (2) a comparison of these qualifications and CDA requirements, and (3) a presentation of alternatives through which the CDA credentials may be accepted and supported by the states. The section on utilization of CDA's in Head Start examines program planning considerations, time phasing, estimated requirements, alternative strategies to recruitment and upgrading of personnel, and additional problems concerning the relationship of CDA's to Head Start. A total of 18 abstracts of federal programs showing potential CDA support and related program guidance materials are presented. In the final chapter, a framework for the evaluation of the cost-effectiveness of the CDA program is offered. Discussed are the relevant issues, objectives, stages of evaluation, a cost analysis and a recommendation for investment in CDA's.

Index codes 1 12 14 83

1023

National Research Council. National Academy of Sciences. Washington, D.C.
Toward a National Policy for Children and Families.
133p.
1976. HS200014

In this report, the Advisory Committee on Child Development of the National Research Council makes the following recommendations: 1) that a national policy for children and families ensure that families have an adequate minimum income, 2) that the economic support structure should provide for one parent renaming in direct and full-time care of all children under 6, 3) that major emphasis be placed on a child and family health program, 4) that a variety of substitute day care alternatives be made available, 5) that these alternative care arrangements meet minimum federal and state standards, 6) that programs dealing with children with special needs not presume family breakup, 7) that large, custodial children's institution's be abolished, 8) that financial and technical assistance be provided to states and localities to encourage experimentation with, and assessment of, a variety of service delivery mechanisms, 9) that a separate program be established in the Office of Child Development to test the feasibility and effectiveness of the concept of neighborhood family resource centers, and 10) that future research should emphasize a) studies of children and families in natural settings, b) systematic experimentation with, and evaluation of, proposed programs for cildren and families, and c) the development of social indicators in children. In addition, the committee believes that a comprehensive national policy for child development should include mechanisms to monitor the impact of a wide range of government policies and programs on families and chidren.

Index codes 3 15 7 82

Nauta, Marrit J.
For other entries by this author see Index of Co-authors.

1024 Naylor, Audrey.
Teachers' Inventory of Children's Emotional and Behavioral Development.
Children Today, 1981, 10(6):2-6.
EJ255278

This article describes the development and use of an instrument designed to screen young children for emotional and behavioral problems. Focusing on play, language and communication, feelings, relationships, movement and coordination, and regulation of body functions, the instrument can be used by teachers in nursery schools, day care centers, and Head Start programs.

Index codes 2 21 16 81

1025 Nazzaro, Jean.
Head Start for Handicapped--What's Been Accomplished?
Exceptional Children, 1974, 41(2):103-106.
HS200276

This is a discussion of the accomplishments of Head Start in serving handicapped children, with emphasis on the issue of unnecessary labeling to fill "handicapped" spaces.

Index codes 3 8 81

1026 Nedler, Shari.
The Status and Educational Effect of Head Start Programs on Mexican-American Children.
16p.
1970. ED056804

Approximately 5 research studies relating to Project Head Start and reviewed in this document disclose a gap in the knowledge base regarding the effectiveness of various intervention strategies implemented with Mexican American children. A survey of findings indicates that programs have varied from community to community and that only general trends can be identified at the present time. Among the findings are (1) experiments in language programs suggest that children benefit from many kinds of language interventions but that a more structured program is generally more effective than an unstructured one; (2) as measured by tests not sensitized to subpopulation variations, children from low-income families perform below middle-class children in cognitive, intellectual, and achievement behavior; and (3) children of parents having a high level of involvement in Head Start perform better on tests of achievement and development. This review of reported findings has critical implications for future work in the area of early childhood education for the disadvantaged Mexican American child. Major questions remain unanswered regarding characteristics of learner, design and development of replicable instructional programs, training of teachers, and parental involvement and education.

Index codes 1 26 25 13 15 12 81

1027 Neel, Ann F.
Preschool Education: Lessons Learned-Questions Asked.
Child Welfare, 1975, 54(7):487-494.
HS200277

This article is a discussion of the immediate and long-term gains produced by compensatory education programs including Head Start.

Index codes 1 11 82

1028 Nelson, Linden; Madsen, Millard C.
Cooperation and Competition in Four-Year-Olds as A Function of Reward Contigency and Subculture.
Developmental Psychology, 1969, 1(4):340-344.
HS100278

Cultural differences in cooperation and competiton were measured in Negro and Caucasian pairs and between middle class and Head Start children.

Index codes 1 19 82

1029 Nelson, Otis Leon.
An Analysis of the Views of Head Start Directors Regarding the Education of Pre-School Handicapped Children in the Southeastern Region of the United States.
HS200719

Among the conclusions drawn from a survey of 86 Head Start directors were that a majority of the Head Start directors were not strongly in favor of the federal provisions designed for the inclusion of handicapped children. A substantial majority of the directors viewed problems of insufficient funding, lack of trained teachers, inadequate transportation and building facilities as the greatest obstacles to providing appropriate education for the handicapped children enrolled.

Index codes 1 8 12 81

1030 Nelson, Pike C.
A Statistical Analysis of San Diego Summer Head Start Children of Seven Variables.
Dissertation Abstracts International, 28(8-B):3463.
HS100279

Head Start children in San Diego, California, were compared on seven variables: IQ, ethnic origin, military status, economic status, intellectual appraisal, emotional appraisal, and medical observations. Other comparisons were made between Head Start children and children in the total community. The sample of 1,632 children from the 1966 summer Head Start program were screened by 26 psychologists and statistical comparisons were made. Positive relationships were found between ethnic origin and each of the following: IQ, economic status, intellectual appraisal, emotional appraisal, and medical observations. Relationships were not significant between economic status and each of the following: sex, IQ, intellectual appraisal, emotional appraisal, and medical observations. Head Start children were distributed significantly in the variable categories by ethnic origin and not by economic status. Head Start children differed from the general population on ethnic origin, IQ, and military status variables. The literature review covers the war on poverty and Head Start literature and research.

Index codes 1 24 25 83

Nelson, Robert J.
For other entries by this author see Index of Co-authors.

1031
New York University. Center for Field Research and School Services. New York.
An Evaluation of Title I, ESEA Umbrella District Number 15, Summer 1972. A Title I Program.
103p.
1972. ED087836

The Head Start Program, established in the summer of 1971 in District 15 in Brooklyn, is a pre-school program for children of economically disadvantaged families. Its two main goals are: (1) to prepare children with no prior school experience for entry into kindergarten and first grade and (2) to involve parents in the education of their children by offering them needed educational and social services under the auspices of the schools in which their children are enrolled. The main emphasis of the Early Elementary Program, Grades One and Two, was directed toward the remediation of deficiencies in reading skills demonstrated by the children during the regular school year. 16 schools belonging to District 15 participated during the summer of 1972. The Later Elementary Program involved grades three through five in 16 of District 15's schools. The 1972 summer program varied according to the schools and individuals involved but the emphases on reading and mathematics were constant. Principals described the program as including activities titled "enrichment." These included dramatics, art, music, dance, trips, and ethnic cultural experiences. Most programs included a bilingual class for Spanish speaking children. A summer Junior High Program operated from July fifth through August eleventh at five schools for a total of 30 sessions. Approximately 2,000 children from the secondary schools of District 15 and from the non-public schools in the Title I area of District 15 were accepted for enrollment. In four of the five schools, the four-hour school day was divided to permit three course offerings, whereas one school used modular scheduling.

Index codes 1 20 81

Neyman, Clinton, A., Jr.
Nimnicht, Glen P.
For other entries by these authors see Index of Co-authors.

1032 Nir, Yehuda; Eagle, Carol.
Special Considerations in the Operation of a Head Start Program by a Community Child Guidance Clinic.
Journal of the American Academy of Child Psychiatry, 1970, 9(2):379-393.
HS200282

This is a discussion of a Head Start program operated by a community mental health center. The purpose of the project was to develop a program that could prepare disadvantaged children for more effective functioning in their later school careers. Three program components were: (1) a nursery school program geared toward poverty children; (2) involvement of the mothers in the educational process; and (3) provision of continuity from the Head Start program to the school and the community.

Index codes 1 12 82

Noble, Marjorie.
For other entries by this author see Index of Co-authors.

1033 Nolan, Jeaneda H.
California State Department. Office of Education. Sacramento, California.
A Report on the Evaluation of the State Preschool Program Contrasted With the Westinghouse Report on Head Start.
10p.
1969. ED039920

This document is an edited transcript of a preschool educator's criticism of the Westinghouse Report on the federal Head Start program. The following points are made: (1) evaluations should be planned at the time the program is planned and this was not the case with the Westinghouse Report, and (2) an evaluation program should measure the factors the educational program intended to improve. While the Westinghouse Report measured such factors as language development, learning readiness, and achievement, the objectives of Head Start are much broader and involve health, social, and emotional needs. Further, the report didn't test children right after they completed Head Start, but waited to see if learning gains were maintained a full year later. Since Head Start is a community program, it differs from one town to another in goals and methods and therefore can't be evaluated on a national basis.

Index codes 2 21 81

1034 Noland, Juanie S. L.
Self-Concept and Achievement of Kindergarten and Head Start Children.
Dissertations Abstracts International, 1972, 32(10-A):5476.
HS200284

The purpose of this study was to determine if there existed a significant relationship between self-concept and achievement of a selected Negro Head Start children and white kindergarten children.

Index codes 1 16 21 83

1035 Nomland, Ella Kube; et al.
California Head Start Directors Association. Los Angeles, California.
Evaluating Ourselves in Head Start.
82p.
1973. ED109141

This Head Start evaluation system was developed at the request of the California Head Start Directors Association. There was a broad-based input in all phases of its development, from Head Start directors, Head Start staff from all components, and Head Start parents. It was extensively field tested in one of the major California Head Start programs. In all, more than 200 people were involved in formulating items, in the pilot study, and in post evaluation sessions. The system includes evaluation schedules for the following twelve components: Education (bilingual, bicultural, handicapped children, facilities), Health, Social Services, Mental Health, Parent Involvement, Training and Career Development, Nutrition, Volunteers (other than parents), and administration. The format is a 4-point rating scale on which the evaluator reacts to a performance standard indicating: performance exceeds the standard; performance meets the standard; performance is somewhat below the standard and needs improvement; and performance is substantially below the standard and needs immediate improvement. Space is provided for comments and recommendations.

Index codes 1 12 83

1036 Nordlinger, Karen.
Child Development. A. Legislative History of OEO/CSA Programs Related To Child Development.
National Center Reporter, 1976, 4(3-4):44-50.
HS200770

The legislative history of Head Start is presented, beginning with the 1966 amendment to the Economic Opportunity Act. Developments in funding, eligibility, administrative structure, and research and evaluation activities are detailed. Programs within Head Start include Home Start and Health Start. Further legislation produced the Follow Through Program designed to prevent loss of Head Start gains, Parent Child Centers to expand Head Start to include children under 3 years of age, and day care to assist low income parents. Other federal programs, primarily under HEW, are listed and a discussion of proposed legislation which would have altered the Head Start program is presented. Future concerns are funding, preservation of the comprehensive nature of Head Start, parent involvement, recruiting, the appropriateness of the program for the handicapped, and the effects of the legislative shift in preferred sponsorship of programs away from Community Action Agencies.

Index codes 4 82

1037 Norman, Guinevere Guy.
Educational Expectations and Problems as Perceived by Head Start Parents and Teachers.
Dissertation Abstracts International, 1971, 32(1-A):100.
HS200285

The purpose of this study was to determine what Head Start parents and teachers expect each other to teach the Head Start child and to determine what parents and teachers see as their major problem in relation to the Head Start program.

Index codes 1 21 15 83

1038 North, A. Frederick, Jr.
Project Head Start and the Pediatrician.
Clinical Pediatrics, 1967, 6(4):191-194.
HS100286

This article is a commentary on the health program offered by Project Head start with recommendations for a closer relationship between health and education professionals.

Index codes 3 5 82

1039 North, A. Frederick.
Research Issues in Child Health I: An Overview.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100827

The issues in health and nutrition as they apply to the preschool child can be categorized by answering the following four questions: (1) What are the functionally important health problems to be found with some frequency in a group of children? (2) What treatment or intervention techniques will be most effective in preventing or remedying these problems? (3) What techniques will efficiently identify the children who are in need of preventive or remedial services? (4) What resources -- financial, manpower, administrative, organization -- will be necessary to prevent, identify, and remedy these problems? Many functionally important health problems occur with some frequency in a group of children and are easy to count; some health problems are related to socio-economic status, but little is known about the mechanisms mediating this relationship. Certain health findings such as anemia, poor dietary history, and deviations of speech and behavior are not labeled as health problems until more is known about their functional consequences. Most screening tests that identify children with functionally important health problems need further study to establish validity and reliability. Little is known about costs and benefits of various treatment alternatives. A continuing problem is the perpetuation of ineffective intervention techniques.

Index codes 82 3 5 12 20

1040

North Carolina University. Chapel Hill, North Carolina.
Evaluation Bibliography: Parent, Child Decision Makers.
42p.
1973. ED081789

This annotated bibliography of tests for children and parents covers tests for children age 0-6 months, 6-12 months, 12-24 months, 24-36 months, 36-48 months, and 48 months and up. The tests measure one or more of the following dimensions: language, cognition, self-help, social-affective, visual-motor, or physical health. The nine tests for parents cited are: Baughman and Dalstrom Parent Interview Schedule; Fels Parental Behavior Rating Scales; How I See Myself Scale; Inventory of Home Stimulation; Parental Attitude Research Instrument; Porter Parental Acceptance Scale; Project Head Start National Impact Study Parent Interview Study; Sarason Adjective Check-List and Parent Interview; Shoben USC Parent Attitude Survey; and State-Trait Anxiety Inventory. Addresses are given for publishers and developers of tests.

Index codes 2 21 16 5 81

1041
Northwest Regional Educational Laboratory. Portland, Oregon.
The Evaluation Document: Philosophic Structure. Research on Evaluation Program and Paper Series.
66p.
1980. ED206676

What is the nature of value and how can one identify the value claims made in evaluation documents? What is the proper philosophic basis for the treatment of values in evaluation? These and related concerns are addressed in this report. It is suggested that evaluaton documents have a structure of claims or a conceptual design, and that, by means of philosophic analysis the philosophical assumptions may be revealed and the philosophical grounds for evaluation understood. Part 1 provides a systematic method for analysis of claim structures. The method is QUEMAC Value. QUEMAC is an acronym of six elements related to evaluation documents: question; unquestioned assumptions; event/object; method; answer/claims; concept/conceptual structures. The method and the associated techique of concept mapping are shown to be valuable in the construction of a document's philosophy and as aids to reveal the source and meaning of criteria of excellence. A Head Start program evaluation document is analyzed to illustrate the method. Philosophic questions growing from concern with the key concept of value are probed in Part II. Specific issues dealt with are: utilitarianism and evaluation; educational value; the distinction between "value" and "having values"; and the virtue/function claim.

Principal Author: D. Bob Gowin.

Index codes 2 16 81

1042 Norton, Frances J.
Oversocialization in the Young Culturally Deprived Child.
Exceptional Children, 1969, 36(3):149-155.
HS200287

Observation of advanced social development in young culturally deprived children led to an examination of social maturity scores and intelligence scores in relation to each other and in relation to chronological ages of 99 Head Start children.

Index codes 1 16 82

1043 Norton, J. C.; et al.
Discrimination Learning, Social Class, and Type of Reward.
Psychological Reports, 1970, 27(3):803-805.
HS200288

A visual discrimination task was used to determine the effectiveness of verbal reward alone versus a combination of candy and verbal reward with children from a Head Start class.

Index codes 1 13 82

1044 Norton, M. Scott.
After Project Head: What Next?
Elementary School Journal, 1967, 67(4):179-183.
HS100642

The author studied the health, family status, visual perception, mental abilities, and other general educational developments of 106 Head Start children in one community to determine possible follow-up programs for them.

Index codes 81 1 5 21 7

1045 Novak, Joseph Anthony.
A Study of Selected Head Start Planned Variables Approaches to Preschool Compensatory Education.
Dissertation Abstracts International, 1975, 36(5-A):2552.
HS200289

The purpose of this study of selected Head Start Planned Variation approaches was to determine how their philosophies, objectives, curricula, materials, teacher-learning strategies and theoretical frameworks compare with those of a quality preschool program.

Index codes 1 13 83

1046
NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 1: Design and Sampling. Project Report 2: Panel Recommendations.
82p. (ED210098)
1980. HS200008

This report describes the status of the evaluation design and field implementation plan for the National Evaluation of Head Start Educational Services and the Basic Educational Skills/Demonstration/Program as of November, 1978. It addresses the following topics: major evaluation questions, evaluation design, a field implementation plan, recommendations for the Project Review Panel, the sampling plan, and the Programs Description Questionnaire (Appendix B).

Index codes 2 12 82

1047
NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative: Project Report 3: Child Outcomes: Individual Testing Battery for the Fall 1979 Cohort.
ED 211187
1980. HS200007

The overall purpose of this evaluation is to assess the impact, on the children and parents being served, of (1) the educational services component of Head Start programs nationwide, and (2) a new demonstration program within Head Start, Basic Educational Skills. This test battery was designed to measure children's cognitive and communications skills in the areas of language, reading, writing, mathematics, science and problem solving. Chapter One presents the history of the identifcation of areas to be tested; Chapter Two contains descriptions of all tests screened for possible inclusion in the battery; Chapter Three discusses the tests selected for the Pilot Test Battery, and Chapter Four presents the actual Fall Test Battery.
Principals Authors: Jacelyn Wedell-Monnig; Judy McNeil.

Index codes 2 21 82

1048

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 4: Individual Testing Battery for Fall 1979.
ED211188.
1980. HS200009

The overall purpose of this evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start programs nationwide, and (2) a new demonstration program within Head Start, Basic Educational Skills (BSE). The evaluation deals with a total of 65 Head Start programs and their families, potentially for 10 to 12 years. The RFP for this evaluation called for child outcomes to be measured in four areas: 1) pre-academic and cognitive skills in language, reading, writing, mathematics, science and problem solving; 2) motivational orientation toward school experiences and the ability to delay gratification; 3) Indications of sociability toward peers, teachers, and adults in general, and 4) Long-term staying power of the Head Start experience. The test battery contained in this document emphasizes cognitive and communication skills. Principal Authors: Jacelyn Wedell-Monnig; Judy McNeil.

Index codes 1 11 21 16 19 82

1049

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 5: OMB Clearance Request.
276p.
1979. ED211189

This document provides a copy of the materials submitted to the Office of Management and Budget (OMB) to obtain clearance for instruments used in a study funded by the Administration for Children, Youth and Families. The purpose of the study is to assess the impact of the educational services component of Head Start and the Basic Educational Skils Demonstration Project on the children and parents being served. The first part of the document includes copies of the supporting statement forms used; an executive summary of the main study; a description and justification of the eight instruments to be used in the study; a description of the survey design and potential respondents; an outline of the estimated time schedule for data collection and publication; and an estimate of the study's cost to the Federal government. Appendix A details study variables, presents justifications for choice of variables, and shows the relationship of each item in the eight instruments to the study variables. Appendix B includes copies of the instruments.

Index codes 2 12 21 7 81

1050

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 6: Description and Analysis of Program Data: Basic Educational Skills Initiative.
86 p. (ED211190)
1980. HS200005

This long-term nationwide evaluation assesses the impact of the educational services component of Head Start programs and the Basic Educational Skills (BES) program on children and their parents by following the children and parents from preschool through fourth grade. The study design focuses on relationships between process and outcome variables in preschool settings. The conceptual framework for the study incorporates eight components: Determinants of Implementation; Implementation/Process; Child Exposure/Opportunity to Benefit; Parent Exposure/Opportunity to Benefit; Child Outcomes; Parent Outcomes; and Child and Parent Covariates. The variables within each component and the instruments for data collection are discussed.
Principal Author: Rebecca Posante-Loro and Judy T. McNeil.

Index codes 1 11 12 15 21 16 82

1051

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project 6: Description and Analysis of Program Data: Basic Educational Skills Initiative. Project Report 7: Description and Analysis of Program Data: Head Start Sample Programs. Appendices.
(ED210293).
1980 HS200428

The appendices to Project Reports 6 and 7 regarding the Basic Educational Skills (BES) initiative and the Head Start sample programs contain the interview instruments (program description, center description, and teacher interviews), the classroom observation instrument (alternative classroom environment scales), and item responses to the program description center description, and teacher interviews. The tables based on the results of classroom observation on alternative scales present information on BES and Head Start: (1) target children, adults, and children present in the classroom; (2) engaged time/allocated time/instructional behavior observations; (3) teacher behavior checklist items, and (4) tangible resources checklist items.

Index codes 1 13 84

1052

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 7: Description and Analysis of Program Data: Head Start Sample Programs.
99p. (ED210292).
1980. HS200432

A sample of 30 randomly selected Head Start grantees was studied in Spring 1979 to determine the beneficial effects of various program elements of Head Start and non-Head Start preschool experiences. Determinants of implementation (characteristics of the community, the program and centers, and Head Start staff) and implementation/process variables (curricula, characteristics and schedules of the programs, resources, parent involvement in Head Start activities; and continuity of Head Start programs with local elementary schools) are compared. Classroom observations, conducted to make preliminary measures of a child's exposure to the program, measured group size, individual time spent on activities, and the level at which the child is engaged in an activity. The data are representative of Head Start programs and children across the country and will lead to a correlational study of determinants of how programs are implemented, the program process, and the individual child's participation in the process.
Principal Author: Judy T. McNeil.

Index codes 1 12 13 82

1053

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 9: Procedures in the Implementation of the Study Design, 1978-79.
72p. (ED210294).
1980. HS200431

The issues and logistics required in implementing the study design to evaluate the Basic Evaluation Skills (BES) program are described. With the assistance of the Administration for Children, Youth and Families, cooperation was secured from 28 Head Start and 33 BES programs. Specially trained professionals conducted site visits to each BES and non-BES Head Start program. Besides explaining the study to the local program staff, the site visitors conducted program description interviews, center description interviews, teacher interviews, and classroom observations, and documented the programs' reactions to the study design. Study Coordinators, trained as liaisons to local non-BES Head Start programs, selected and recruited children for testing. In Fall 1979, 1,109 non-BES children and 153 BES children were tested.
Principal Author: Rebecca Posante-Laro.

Index codes 2 13 84

1054

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 9: Appendices. Volume 1: Implementation of the Study Design: Issues. Volume 2: Implementation of the Study Design: Logistics.
(ED210295).
1980. HS200430

The Appendix to Project Report 9: Implementation of the Study Design, contains copies of letters and information sent to Head Start programs regarding the National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Also included are the interview instruments (program description, center description, and teacher interviews), alternative classroom environmental scales, site visitor training agenda, methods used to present the study (guide to randomization slide/tape script), guidelines followed to hire field staff, site report booklet, and parent interview forms.

Index codes 2 12 13 84

1055

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 10: Phase II, Fall 1979 Child Data Collection Study Design, 1978-79.
33p. (ED210296).
1980. HS200777

This report is a brief summary of the data collection activities conducted in 25 Head Start communities and 11 Basic Educational Skills Head Start programs during the months of Ocober, November and December 1979. Chapter One contains an outline of Head Start field procedures, site classifications, and the Head Start Field Production Report. Chapter Two presents the purpose, procedures and production information concerning the BES programs. Chapter Three is a description of Data Management procedures for both Head Start and BES. Chapter IV discusses the implementation of random selection in Head Start sites, data collection logistics, and continued program cooperation.
Principal Author: Virginia Griffin.

Index codes 2 21 84

1056

NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 11: Description and Analysis of Fall 1979 Child Pretest Data.
(ED210297).
1980. HS200429

A battery of child tests was developed to assess the impact of the educational services component of Head Start on children and the effectiveness of the Basic Educational Skills project. The activities directly relevant to the child test data, including the procedures used to collect the data, are described. Tables generated from the Fall 1979 child tests are presented. The appendix contains the child test battery.
Principal Author: Judy T. McNeil.

Index codes 1 21 13 84

1057
NTS Research Corporation. Durham, North Carolina.
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 11: Description and Analysis of Fall 1979 Child Pretest Data. Appendix B, Part 2: Item Response Distribution Tables.
(ED210298).
1980. HS200450

This appendix consists of Item Response Distribution Tables to Project Report 11: Description and Analysis of Fall 1979 Child Pretest Data. Items measured include verbal memory, basic information, block building, child rating, conceptual grouping, pictorial memory, reading readiness, number readiness, verbal fluency, draw-a-child, and PIPS.

Index codes 2 21 84

1058 Oakland, Thomas; et al.
A Comparison of Performance on the WPPSI, WISC and SB With Preschool Children: Companion Studies.
Journal of School Psychology, 1971, 9(2):144-149.
HS200291

In this study data are analyzed from a comparison of performance of two groups on three standardized tests. One group was enrolled in a Head Start program. The other group attended a regular kindergarten.

Index codes 1 24 82

1059 O'Brien, Roslyn A.; Lopete, Phillip.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Preschool Programs and the Intellectual Development of Disadvantaged Children.
14p.
1968. ED024473

Evidence indicates that disadvantaged children are intellectually inferior to middle class children at the time they enter school; and as school continues, the gap widens. The environment of the disadvantaged child lacks much of the opportunity and stimulation for intellectual growth present in the middle and upper class environments and generally necessary for academic success in school. Compensatory preschool education for the disadvantaged child has been created to alleviate the gap, at least partially. Project Head Start was the first wide-scale attempt to promote the intellectual growth of the disadvantaged preschooler. Some early evaluations of the Head Start program indicated which aspects of any such program contribute the most to substantial intellectual growth; namely, (1) a warm, supportive, and stimulating teacher; (2) a task-oriented program approach; (3) an academically oriented program format; and (4) an emphasis on verbal development.

Index codes 82 2 13 21

1060 O'Bryant, Shirley; Pennebaker, James W.
Child-Rearing Reports of White, Black and Mexican-American Families.
Developmental Psychology, 1975, 11(6):871.
HS200292

In this study comparisons were made as to the chld-rearing patterns of various subcultures. The subjects were 90 low-income families each with a 5 year old child enrolled in Head Start.

Index codes 1 7 25 82

1061 O'Donnell, Carolyn, comp.
ERIC Clearinghouse on Early Childhood Education. Urbana, Illinois.
Head Start CRIB: Childhood Research Information Bulletin: Selected Resumes of Early Childhood Research Reports. Bulletin No. 1.
55p.
1969. ED025318

This compilation of 57 abstracts is directed to the eudcational community interested in research activities related to Head Start. The purpose of Volume I is to publish resumes of current research reports involving Head Start children. The research projects are concerned with ethnic factors, evaluation of Head Start programs, community influence, teacher effectiveness, bilingual concentration, audiovisual equipment, physical facilities, parent involvement, and followup studies. CRIB will be published biannually.

Index codes 3 12 20 82

1062
Office of Child Development (DHEW). Washington, D.C.
A Manual of Policies and Instructions
1967. HS100922

This Manual codifies the Head Start policies that a community is expected to follow in developing a program and filling out an application for funding. It explains current policies in Project Head Start; then, where necessary, it describes suggested procedures to implement the policy.

Index codes 82 2

1063
Office of Child Development (DHEW). Washington, D.C.
A Comparison of the Characteristics of a Sample of Summer and Full-Year Head Start Programs Operated by Local Educational Agencies (LEAs) and by Community Action Agencies (CAAs). Summary.
4p.
1968. HS100544

Summarized are the results of analyses comparing the characteristics of a sample of full-year 1967-68 and summer 1968 Head Start programs operated by local educational agencies (LEA) and community action agencies (CAA). The analyses provide a static picture of how program directors, teachers, and parents report some of their experiences. Relatively few statistically reliable differences were found between LEA and CAA operated programs; most differences involve structure rather than process or impact.

Index codes 1 12 20 84

1064

Office of Child Development (DHEW). Washington, D.C.
Head Start Planned Variation Study.
17p.
1970. ED047782

Project Head Start and Project Follow Through are jointly exploring the effectiveness of 12 different educational approaches, or models, for the education of young children from poverty families. Investigations include study of (1) the effect of a continuous intervention program which begins with Head Start and extends through third grade, (2) the initial impact and lasting effect of various approaches during this period of time, and (3) the most effective age for pupil entrance. Planned Variation program sponsors and short program descriptions are listed. Program approaches represented include structured academic, cognitively oriented, developmental self-directed, pragmatic action-oriented, responsive environment, and parent educator. The enabling model is also discussed. Criteria are given for the selection of the 30 communities in the 1970-71 study, which include 15 of the 1969-70 sites. The overall design and plans for measurement, assessment, and analysis are presented.

Index codes 2 10 13 82

1065

Office of Child Development (DHEW). Washington, D.C.
Bureau of the Census Data Collection for Full Year 1969-1970 Head Start Program (Forms).
1970. HS200785

This document consists of Bureau of the Census forms for collection of data from sample Head Start programs, and cover letters giving instructions for their use. The forms were designed to collect information on staffing, medical and dental histories, parents' activities, and the child's home environment.

Index codes 82 2 20

1066

Office of Child Development (DHEW). Washington, D. C.
Directory of Full Year Head Start Programs.
108p.
1973. ED076259

Full-year Head Start programs are listed in State order in this directory. Mailing address and director's name are provided for each program. Locations of each OCD regional offices are provided in an appendix.

Index codes 3 20 83

1067

Office of Child Development (DHEW). Washington, D.C.
Proceedings: National Training Workshop on Head Start Services to Handicapped Children. (St. Louis, Missouri, May 22-24, 1973). 97p.
1973. ED100084

The 1973 National Training Workshop on Head Start Services to Handicapped Children focused on exchanging information concerning local implementation of a Congressional mandate to integrate handicapped children into the Head Start program. The document includes excerpts from major addresses on accountability and upgrading the quality of the Head Start program and on Head Start's approach to mainstreaming handicapped children; from an open discussion session; from a slide presentation emphasizing each child's unique individuality; and from a panel discussion about identification and utilization of such resource centers as the Council for Exceptional Children. Summaries are presented of the conference's 15 training and technical assistance workshops on the following subjects: needs assessment, recruitment, social services, improving staff attitudes, regional office planning, summer and full year programs, a training symposium, cooperative programs, the role of voluntary agencies in training, and demonstration projects in Seattle, St. Paul, Anchorage, Chapel Hill, Portage (Wisconsin), and Athens (Georgia). Most participants evaluated the conference positively. A roster of participants and a list of five films (with sources) shown during the conference are appended.

Index codes 3 8 12 82

1068

Office of Child Development (DHEW). Washington, D.C.
The Home Start Demonstration Program: An Overview.
1973. HS200171

This publication is aimed at acquainting the reader with the overall Home Start program and its evaluation plan. It also provides an introduction to the 16 individual programs throughout the country.

Index codes 3 9 20 82

1069

Office of Child Development (DHEW). Washington, D.C.
Report of Second Annual Home Start Conference.
1973. HS200330

In this report proceedings of the second national Home Start conference are presented. It was hoped that this report would enable the Home Start experience to help other programs interested in working with parents in their role as primary educators and developers of their own children.

Index codes 3 9 82

1070

Office of Child Development (DHEW). Washington, D.C.
Report of a Joint Conference: Home Start/Child and Family Resource Program.
1974. HS200329

This is a report of a joint conference for the Home Start and CFRP programs. The conference was organized to permit both programs to focus on their own needs, as well as to learn from one another.

Index codes 3 19 82

1071

Office of Child Development (DHEW). Washington, D.C.
Report of a National Conference on Home Start and Other Programs for Parents and Children (National Conference on Home-Based Child Development Programs. St. Louis, Missouri, March 18-21, 1975).
102p.
1975. ED125769

This report of the National Conference on Home-Based Child Development Programs is intended to serve as a resource document to people interested in developmental programs for parents and children. The report includes (1) a summary of Home Start evaluation findings; (2) brief descriptions of programs such as Dr. Ira Gordon's Florida Parent Education Program, Dr. Susan Gray's DARCEE program, Dr. Phyllis Levenstein's Mother-Child Home Program, and Dr. David Weikart's Ypsilanti-Carnegie Infant Education Project; (3) brief descriptions of OCD programs; (4) synopses of panel discussions on topics such as how school systems operate home-based programs, how to go about converting to the home-based approach, how Head Start programs implement home-based components, and how parents feel about home-based programs; and (5) complete texts of speeches by such notables in the field of early childhood and parent education as Dr. Edward Zigler, Dr. Earl Schaefer, Mr. Stanley B. Thomas, Jr., and Mr. Ray Collins. This document also includes a detailed list of conference participants and their addresses.

Index codes 1 9 12 13 82

1072

Office of Child Development (DHEW). Washington, D.C.
Head Start Program Performance Standards.
70p.
1975. ED122936

This manual presents the Project Head Start program goals and performance standards in the areas of education, health and nutrition services, social services, and parent involvement. A short discussion of general Head Start goals, performance standard development, implementation, and enforcement is included. Each performance standard is accompanied by guidance material which provides further information about the purpose of the standard and the methods and procedures for implementation. Appendices provide statements of policy concerning the development and implementation of program design variations for local Head Start programs as well as policy for the involvement of parents of Head Start children.

Index codes 3 20 12 83

1073

Office of Child Development (DHEW). Washington, D.C.
The Child and Family Resource Program: An Overview.
32p.
1975. ED125770

This publication describes the Child and Family Resource Program (CFRP), and offers detailed information on specific characteristics of each of the 11 demonstration programs throughout the United States. In the first section background information presents the concept behind CFRP, objectives are outlined and program operation and evaluation are discussed. CFRP is a national Head Start demonstration program. It is a child-centered family service program, designed to provide family support services that are crucial for, and directly related to, the sustained healthy growth and development of children from the prenatal period through age eight. The staff of the Head Start program is the core of CFRP, to which other professionals are added. Each CRFP must have available the full range of services normally provided to Head Start children and their families in addition to the minimum services indicated in the national CFRP guidelines. Part II contains specific project descriptions. Projects in New Haven, Connecticut; Poughkeepsie, New York; Pottsville, Pennsylvania; St. Petersburg, Florida; Jackson, Michigan; Oklahoma City, Oklahoma; Gering, Nebraska; Bismarck, North Dakota; Las Vegas, Nevada; Salem, Oregon; and Modesto, California are described.

Index codes 3 15 12 7 82

1074

Office of Child Development (DHEW). Washington, D.C.
Full Year Programs (1976): Survey of Head Start Handicapped Efforts.
77p.
1976. HS200456

This 77-page questionnaire, designed to obtain information for an annual report to the Congress about the effort of Head Start programs to serve handicapped children, was sent to 1975-1976 Full Year Head Start grantees. This questionnaire includes the revised diagnostic criteria to be used by Head Start programs for reporting handicapped children. The five sections of the questionnaire cover general information; staffing; staff training; physical facilities, equipment and materials; and enrollment of handicapped children.

Index codes 2 8 20 82

1075

Office of Child Development (DHEW). Washington, D.C.
Home Start and Other Programs for Parents and Children. Report of a National Conference, March 18-21, 1975.
96p.
1976. HS200533

In 1975, the Office of Child Development sponsored a National Conference on Home-Based Child Development Programs in St. Louis, Missouri. This document provides a substantive report of that conference. It contains 1) a summary of Home Start evaluation findings, 2) brief descriptions of such programs as the Florida Parent Education Program, the DARCEE program, the Mother-Child Home Program, the Ypsilanti-Carnegie Infant Education Project; 3) brief descriptions of OCD programs such as the CFRP, PDC, EFP, PCC, and the PCDC; 4) synopses of panel discussions on topics such as how school systems operate home-based programs, how to implement the home-based approach, how Head Start programs can implement home-based components, and how parents feel about home-based programs; and 5) complete texts of speeches by experts in the field of early childhood and parent education.

Index codes 1 13 21 82 9 15

1076

Office of Economic Opportunity. Washington, D.C.
Project Head Start: Evaluation and Research Summary 1965-1967.
16p.
1967. ED028826

Project Head Start has as its goal the improvement of the child's physical health, intellectual performance, social attitudes, and sense of self. The project involves over half a million children each year, including children in both summer and yearlong programs. About 40 percent of Head Start pupils are Negro, about 30 percent are white, and the others come from other racial backgrounds. These children come from economically or culturally disadvantaged homes. Head Start children (although they perform more poorly on academic tasks and tests than their middle class peers) perform significantly better than low income children who do not participate in Head Start. This improvement in performance by Head Start pupils has been attributed to (1) partial middle class acculturation, (2) the higher quality of the educational program, (3) the warmth and competency of teachers, and (4) increased parental interest in the child's development. There remain questions about the endurance of the gains made by Head Start children and about the relative merits of the short summer program compared to the yearlong program.

Index codes 99 81

1077

Office of Economic Opportunity. Washington, D.C.
Directory of Full Year Head Start Programs as of January 1, 1968.
HS100521

This directory lists 752 full year Head Start programs as of January 1, 1968, by regions and states.

Index codes 3 20 82

1078

Office of Economic Opportunity. Washington, D.C.
Directory of Full Year Head Start Programs as of March 1, 1969.
HS100522

The directory of full year Head Start programs as of March 1, 1969, lists 780 grantees by states.

Index codes 3 20 82

1079

Office of Human Development (DHEW). Washington, D.C.
Preschool Handicapped Children: Data Compiled from the Survey of Head Start Handicapped Efforts 1975-76 for Use by Researchers, Educators, and Planners. Appendix: Survey of Head Start Handicapped Efforts Full Year Programs (1976).
295p.
1977. ED149540

The document provides data gathered from 1,379 questionnaire responses of 1,428 Head Start programs on the status of handicapped children as of March 15, 1976. A brief summary of data findings (such as that 95% of Head Start programs serve at least one handicapped child, and that 45 states met the mandate to provide handicapped children with at least 10% enrollment opportunities in full-year Head Start programs) is presented. The bulk of the document is composed of data tables for nine major areas: responses to the survey; numbers, types of handicapping conditions, and severity of handicaps; outreach and recruitment; referrals and diagnosis; special services for the handicapped; special physical facilities; special equipment and materials; staffing and staff training; and data tables by state and geographic entity. Appended is the 172-item questionnaire organized into five sections: general information; staffing; staff training; physical facilities, equipment, and materials; and enrollment of handicapped children and services provided.

Index codes 1 8 20 12 84

1080

Office of Human Development Services (DHHS). Washington, D.C.
Diagnosis and Assessment of Handicapped Children in Head Start. Executive Summary.
19p. (ED150798).
1977. HS200451

This executive summary of the findings and recommendations from an information-gathering effort on the screening, diagnosis, and assessment of handicapped children in the Head Start program focuses on three areas: (1) identification and utilization of diagnostic resources, (2) development of a team approach to the diagnostic evaluation of handicapped children, and (3) parent involvement and participation with diagnostic resources and/or teachers. The diagnostic criteria for reporting handicapped children in Head Start are listed.

Index codes 1 8 12 15 82

1081

Office of Human Development Services (DHEW). Washington, D.C.
Preschool Handicapped Children: Data Compiled from the Survey of Head Start Handicapped Efforts 1975-76 for Use by Researchers, Educators, and Planners.
134p.
1977. HS200806

Results of the Annual Survey of Head Start Handicapped Efforts for 1975-76, which was sent to all full-year grantees and delegate agencies, are presented. Questionnaire items covered enrollment and numbers of centers; staffing; staff training; physical facilities, equipment and materials; and enrollment of children professionally diagnosed as handicapped. Tables show responses to the survey; numbers, types, and severity of handicapping conditions; outreach and recruitment; referrals and diagnosis; special services, physical facilities, equipment, and materials for the handicapped; staffing and staff training; and data organized by state or geographic entity.

Index codes 1 8 20 84

1082

Office of Human Development Services (DHEW). Washington, D.C.
What Does PL94-142 Mean to Head Start?
9p.
1978. HS200454

Public Law 94-142, passed in 1975, assures that all handicapped children have available to them a free appropriate public education and related services designed to meet their unique needs. This pamphlet discusses the administrative and programmatic implications of Public Law 94-142 for Head Start programs in terms of the law's specific provisions which include a free appropriate public school education, non-discriminatory testing and assessment, placement in the least restrictive environment, preparation of individualized educational programs, provision for due process procedures, involvement of families, and provision of related support services.

Index codes 3 8 82

1083 O'Keefe, Ann.
Administration for Children, Youth, and Families (DHEW).
Washington, DC.
What Head Start Means to Families.
72p.
1978. ED161525

This paper describes Head Start services to parents and families involved in the Head Start program, what the program impact has been on these families, and the goals, services, and accomplishments of other family-focused Head Start programs. There are 14 sections, most of them brief. The sections discuss sources of data information, Project Head Start Performance Standards, and ways parents contribute to the functioning of the program as decision-makers, home educators and employees. Program-community relations, service benefits to handicapped children and their parents, and gains parents receive from participating in the program are noted. Also described briefly are post-Head Start parent activities in the school and community. An extensive review of the historical impact of the program on parents and families is also presented and documented with research study results. The last section focuses on 3 special Head Start demonstration programs (Parent Child Centers, Home Start, and the Child and Family Resource Program).

Index codes 1 7 20 15 82

1084 O'Keefe, Rip.
Influences of Age, Sex, and Ethnic Origin on Goodenough-Harris Drawing Test Performances by Disadvantaged Preschool Children.
Perceptual and Motor Skills, 1971, 33, 708-710.
HS200545

The influences of age, sex, and ethnic origin on performances on Goodenough-Harris Drawing Tests were determined in a study of 120 disadvantaged preschool children. On Man and Woman drawings combined, performances of girls scored higher than boys, white children scored higher than black children, and older children scored higher than younger children. No significant differences for these factors were noted when performances on the Man and Woman drawings were considered separately.

Index codes 2 21 82

1085 Olivier, K.; Barclay, A.
Stanford-Binet and Goodenough-Harris Test Performances of Head Start Children.
Psychological Reports, 1967, 20:1175-1179.
HS100295

In this study the characteristics of the revised Stanford-Binet and Goodenough-Harris protocols were investigated for 188 Head Start children.

Index codes 2 24 82

Olmstead, Patricia.
For other entries by this author see Index of Co-authors.

1086 Olson, Christine Marie.
Nutritional and Developmental Status of Native American Head Start Children in Wisconsin.
Dissertation Abstracts International, 1975, 36(1-B):169.
HS200296

In this study the growth status of Native American Head Start children was investigated. Current and past health status of each child was examined, as was the nutritional status by both biochemical and dietary methods. Another factor, parenting, was also studied.

Index codes 1 5 26 83

O'Malley, J. Michael.
For other entries by this author see Index of Co-authors.

1087 O'Piela, Joan M.
Detroit Public Schools.
Evaluation of the Detroit Public Schools Head Start Program, 1975-1976.
46p.
1976. HS200297

The Detroit Public Schools Full Year Head Start Project offers a comprehensive curriculum that addresses all aspects of a child's growth and development. Services in the Head Start program are delivered through six components: education, social services, health and dental services, parent involvement, career development, and volunteer services. In the evaluation of the 1975-76 Detroit Head Start program, the Detroit Head Start Pupil Progress Record, the Pre-School Developmental Scale, the Apell Test, the Peabody Picture Vocabulary Test, teacher evaluations, and observations were used to evaluate children's progress. Analyses show gains in raw scores and developmental skills consistent with age levels. Accomplishments for the 1975-76 school year are described. The results of a four-year longitudinal study of the achievement of children who had attended the Detroit Head Start program in 1969-70 are summarized. The findings appear to indicate that gains made during the Head Start experience have some degree of stability. These former Head Start participants showed superiority in achievement over children who did not attend Head Start, and did not regress in achievement and were superior in reading and mathematics over Title I students through grade four.

Index codes 1 21 11 82

1088
Organisation for Economic Cooperation and Development. Paris, France.
Educational Policy and Planning. Compensatory Education Programmes in the United States.
340p.
1981. ED202132

This description of federal compensatory education programs for the economically disadvantaged was prepared for the Organization for Economic Cooperation and Development's review of national education policies. As background, the report first describes the U.S. educational system, the social and educational changes since 1954 that gave rise to compensatory programs, and the current debates over these programs. Six chapters then discuss the goals, target populations, services, and results of federal compensatory programs at the preschool, elementary, secondary, and postsecondary levels, including the training of teachers to serve disadvantaged groups. Among the programs covered are Head Start, Title I of the Elementary and Secondary Education Act (ESEA), Youth Employment Training, Vocational Education, Upward Bound, Talent Search, special services for disadvantaged students, Educational Opportunity Centers, College Work Study, Educational Opportunity Grants, college student loans, and the Teacher Corps. Three final chapters examine the compensatory programs' common objectives and implementation procedures, assess the programs' impact on educational resources and achievement, and analyze the multiplicity of federal compensatory programs and the proposed solutions to this problem. An appendix presents detailed case studies of Head Start, Title I of ESEA, and the Teacher Corps.

Index codes 3 12 81

1089 Osborn, D. K.
Project Head Start--An Assessment.
Educational Leadership, 1965, 23(2):92-102.
HS100298

This article describes the early accomplishments of Head Start.

Index codes 3 20 82

1090 Osborn, D. K.
Some Gains From the Head Start Experience.
Childhood Education, 1967, 44:8-11.
HS100299

In this article, the author outlines some of the accomplishments of Head Start programs. He identifies four major philosophical gains which can be seen as a result of Head Start: 1) renewed interest in early childhood education; 2) development of the concept of the Child Development Center; 3) improvement of the teacher pupil ratio; and 4) attitudinal changes on the part of teachers and parents.

Index codes 3 20 82

1091 Owen, George M.; et al.
Childrens Hospital Research Foundation. Columbus, Ohio.
Nutrition Survey of White Mountain Apache Preschool Children.
22p.
1970. ED046508

As part of a national study of the nutrition of preschool children, data were collected on 201 Apache children, 1 to 6 years of age, living on an Indian reservation in Arizona. This report reviews procedures and clinical findings, and gives an analysis of growth data including skeletal maturation, nutrient intakes and clinical biochemical data. In the study, home interviews were conducted and children were also examined clinically. The high level of voluntary participation of families reflected great interest in the health status of their children. Limited socioeconomic information was obtained on the participant families but, generally, living conditions were at the poverty or near-poverty level. It is noted that 36 of the children were enrolled in Head Start and received a portion of their food intake there. The pattern of insufficient or inadequate dietary intakes, growth underachievement and biochemical evidence of nutritional risk seen for Apache children was similar to that of children living in poverty in Mississippi.

Index codes 1 5 7 81

1092 Ozer, Mark N.; Deem, Michael A.
Children's Hospital of the District of Columbia. Washington, D.C.
A Standardized Neurological Examination: Its Validity in Predicting School Achievement in Head Start and Other Populations. Final Report.
52p.
1968. ED023475

A neurological examination has been developed to discover children with physiologically based learning problems who do not manifest asymmetrical functioning. This study attempts to determine the validity of this examination by its accuracy in predicting the performance of children in a Summer Head Start program. Validity was determined by comparing the examination results with results of the Metropolitan Readiness Test (MRT) and then testing both groups of predictions by examining the actual performance of the children on the criterion measures; that is, the achievement tests. The subjects of this study were 43 first grade Negro children, half of which had participated in a Summer Head Start program and all of which represented a population meeting the criteria for funding by the Office of Economic Opportunity (OEO), and 45 Negro first grade children who were from schools not meeting the OEO criteria. Both groups were administered the Neurological Screening Test, the MRT, certain tests from the Stanford Achievement Battery, and various psychological tests. Although the results of this study indicate that the neurological test was not consistently as good a predictor of school performance as the MRT, it did demonstrate it had predictive value. It should be noted that the neurological test takes about 15 minutes to administer while the MRT takes one to two hours.

Index codes 1 5 8 21 26 81

Ozer, Mark.
For other entries by this author see Index of Co-authors.

1093 Ozgediz, Selcuk.
Policy Implementation: An Empirical Investigation of the Handicapped Effort in Head Start.
Dissertation Abstracts International, 1976, 37(6-A):3893.
HS200300

This study is an empirical investigation of the level of success achieved in implementing the handicapped policy in Project Head Start based on a 1972 Congressional requirement that at east 10% of the total number of enrollment opportunities in Head Start be made available to handicapped children. The sample consisted of 35 programs.

Index codes 1 8 20 83

Paden, Lucille Y.
For other entries by this author see Index of Co-authors.

1094 Padilla, Raymond V., ed.
Eastern Michigan University. Ypsilanti, Michigan.
Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research. Volume I.
513p.
1980. ED200005

This collection includes several papers on each of the legal aspects of bilingual education, the politics of implementing bilingual programs, the role of the community in establishing and maintaining bilingual programs, and bilingual program models. In addition, individual papers treat: (1) the impact of research on programs and policy; (2) the role of teacher certification; (3) refugee education as exemplified by Cuban Americans; (4) the case of the American Indians; (5) language attitudes among the Puerto Ricans in New York; (6) comparative ethnic factors between the United States and foreign countries; (7) the relationship between ethnography and bilingual education legislation; and (8) state mandated competency testing.

Index codes 81 3 25 12 26

1095 Padilla, Raymond V., ed.
Eastern Michigan University. Ypsilanti, Michigan.
Theory in Bilingual Education: Ethnoperspectives in Bilingual Research. Volume II.
441p.
1980. ED203663

The second of three volumes that present the three basic factors of the bilingual education equation--public policy, theory, and technology--this volume focuses on the theoretical aspects of bilingual education. Papers from the areas of language, culture, neurolinguistics, and pedagogy include: (1) "Ethnic and Linguistic Processes: The Future of Indigenous Alaskan Languages" by James M. Orvik; (2) "Factors Affecting Native Language Maintenance" by Wendy P. Weimer; (3) "Linguistic Proficiency: How Bilingual Discourse Can Show That A Child Has It" by Maryellen Garcia; (4) "The Transfer Nemesis in Bilingual Education" by Eugene E. Garcia and Dennis Madrid; (5) "To Switch or Not to Switch: The Role of Code-Switching in the Elementary Bilingual Classroom" by Gustavo Gonzalez and Lento F. Maez; (6) "A Theory of the Structure of Bicultural Experience Based on Cognitive-Develomental Psychology" by Charles D. Nelson; (7) "The Neurology of Learning and Bilingual Education" by Elisa Gutierrez; (8) "The Effects of Bilingual Multicultural Content on Elementary School Children" by Sheryl Linda Santos; (9) "Teacher Preparation in Bilingual Education" by Lester S. Golub; and (10) "Notes on a Social Theory for Bilingual Education in the United States" by Jose Llanes.

Index codes 81 3 25

1096
Palmer Associates, Inc. New York.
Continuity of Development: Research Findings and Research Needs. Final Report.
127p.
1978. HS200910

This report is a review of the literature and analysis of the data gathered by the Education Commission of the States. It examines three major issues which must be considered in any attempt to increase the continuity of developmental services: (1) At which times in the child's life, and in what combinations and sequences, are particular services optimally effective or useful; (2) what types or components of intervention programs are optimally helpful to the children; (3) what the long-term effects are of different agents who administer the interventions or assume responsiblity for the continuity of development.

Index codes 82

1097 Palmer, Francis H.
State University of New York. Stony Brook, New York.
The Effects of Minimal Early Intervention on Subsequent IQ Scores and Reading Achievement.
A paper presented at the APA 85th Annual Convention, Washington, D.C., September 3, 1976.
HS200301

This is a discussion of the arguments for and against the continuation of Head Start.

Index codes 3 20 82

Palomares, Uvaldo H.
For other entries by this author see Index of Co-authors.

1098 Parker, Harry J.; et al.
Objective Versus Individual Mental Ability Tests With Former Head Start Children in the First Grade.
Perceptual and Motor Skills, 1971, 32(1):287-292.
HS200302

The SRA PMA Test K-1 was administered to former Head Start children to determine if individual or objective mental ability tests provide more accurate information with culturally deprived children when they reach primary grades.

Index codes 2 24 82

1099 Passow, A. H.
Compensatory Instructional Intervention.
In: Kerlinger, F. N. and J. B. Carroll eds. Review of Research in Education. Volume 2. 1974.
HS200304

This is a discussion of the compensatory education movement including a look at evaluation research related to Project Head Start as well as similar programs.

Index codes 1 12 82

1100 Patterson, Audette Sutton.
George Peabody College for Teachers.
The Effectiveness of Project Home Start as Measured by Comparing Test Results of Participating and NonParticipating Kindergarten and First Grade Pupils.
Dissertation Abstracts International, 1980, 41(9):Section A, 3817.
HS200850

Preschool programs for disadvantaged pupils were established to enable them to enter school on an equal basis with middle-class pupils. It is believed that these programs could make it possible for disadvantaged pupils to achieve in school, stay in school longer, have better jobs and incomes, and thus improve their social and economic status. The issue under consideration is whether the mean performance of children who participated in Home Start was significantly different from that of children who did not participate. Two groups of 65 pupils each were selected from four elementary schools. One group was composed of the entire Home Start population: The control group was a stratified random selection of non-Home Start participants. A 2 x 2 design of analysis of variance was performed on the kindergarten and first grade test scores (Comprehensive Test of Basic Skills, Levels A and B). Analysis of the Prereading Scores yielded two significant F values (p .05): Main effect of group and two-way interaction (sex x group). The following conclusions were developed from the data: (1) Significant differences existed between the Home Start participants (treatment) and the non-Home Start participants (control) when the sample was broken down by group (main effect). The mean of the control group was greater than the mean of the treatment group. (2) There was a relationship between performance on the test and the combined effects of group and sex.

Index codes 1 21 9 83

1101 Payne, David A., ed.
Curriculum Evaluation: Commentaries on Purpose, Process, Product.
Lexington, MA: D. C. Heath; 1974. 357p.
HS200011

Through the collection of these essays, the editor of this work seeks to facilitate the exchange of information between curriculum development specialists and educational evaluators. It is particularly hoped that curriculum workers will gain knowledge that will (1) help them use the skills of evaluators more effectively, and (2) focus their attention on asking the most meaningful kinds of evaluation questions of themselves. A second major reason for collecting these papers is to facilitate the teaching of graduate courses in evaluation, instructional evaluation and related fields.

Index codes 3 12 13 82

1102 Payne, James S.
An Investigation of the Effect of a Training Program Designed to Teach Parents How to Teach Their Own Head Start Children.
Dissertation Abstracts International, 1971, 31(11-A):5890.
HS200305

This study was designed to measure the effectiveness of a parent teaching program in teaching their own children. The effectiveness was determined by comparing cognition scores and achievement scores between children served in Head Start whose parents participated in a parent training program with Head Start children whose parents did not have an opportunity to participate.

Index codes 1 15 21 84

1103 Payne, James S.; et al.
Head Start: Yesterday, Today and Tomorrow.
Training School Bulletin, 1971, 68(1):23-48.
HS200307

This article provides a review of Head Start programs and the professional literature dealing with such programs. A chronology of events, descriptions of Head Start programs, analyses of Head Start curricula and an evaluation of Head Start programs are included.

Index codes 3 20 82

1104 Payne, James S.; et al.
Note on Reliability and Congruent Validity of the Peabody Picture Vocabulary Test With Disadvantaged Preschool Children.
Psychological Reports, 1972, 30:22.
HS200543

Data are reported on the reliability and validity of the Peabody Picture Vocabulary Test for a sample of preschool, disadvantaged children enrolled in a full-year Head Start program. A table presents a summary of correlations between IQs on Peabody and Stanford-Binet tests along with means and standard deviations.

Index codes 2 21 84

1105 Payne, James S.; et al.
Head Start: A Tragicomedy With Epilogue.
New York: Behavioral Publications; 1973. 253p.
1973. ED081506

This book explains the purpose and value of the Head Start program and its potential for changing children, families and communities. Part I is concerned with the administrative problems of personnel, transportation, and parent communication. Part II suggests administrative improvements to enhance the operation of the program and at the same time facilitate the development of the employees, volunteers and parents.

Index codes 1 6 7 12 15 82

Payne, James S.
For other entries by this author see Index of Co-authors.

1106 Peck, Frederick Walter.
Organizational Activities and Occupational Roles: Facilitating the Role Acquisition of Teacher Aides in Head Start Centers.
Dissertation Abstracts International, 1974, 35(2-A):789.
HS200310

This study examined the work role acquisition of teacher aides in Head Start centers to increase the understanding of the role acquisition process and the function of the work setting as role facilitator. The motivation patterns of different centers were described.

Index codes 1 12 83

Peevers, Barbara.
Pennebaker, James W.
Perez-Daple, Roy.
For other entries by these authors see Index of Co-authors.

1107 Perlman, Nancy.
Urban Institute. Washington, D.C.
What is Health Start? Profiles of Selected Projects.
34p.
1972. ED068182

In an effort to capture the feeling of the operations of the Health Start projects, the experiences of eight of the 29 local projects organized in 1971, representative of the mix of approaches taken in the first year, are described, with emphasis on obstacles and strategies as well as successes. The projects reviewed are in Arkansas, North Carolina, Colorado, Michigan, Oregon, Maine, Arizona, and Oklahoma. Diversity is stressed regarding methods of detecting health problems, sources of health services, facility arrangements, educational instruction methods, and staffing. All of them have the same objectives: to increase the number of disadvantaged children receiving adequate medical and dental services, to develop methods of ensuring the delivery of health services in areas of limited health care resources, and to develop better methods of coordinating and using existing resources to provide health care to disadvantaged children.

Index codes 1 5 12 17 6 83

1108 Peters, Donald L.
Social Science and Social Policy and the Care of Young Children: Head Start and After.
Journal of Applied Developmental Psychology, 1980, 1(1):7-27.
HS200672

The author reviews the relative influence of social science research in the formulation of social policy through historical case studies of Head Start and federally funded day care. It is concluded that economic, social, and political factors are the principal initiators of broad program efforts and that social science research is influential in specifying the problem and the "fine-tuning" solution alternatives. The subjectivity of social science research is addressed by analyzing both the nature of the research questions asked and the advocacy role played by social scientists.

Index codes 3 18 12 81

1109

Philadelphia School District. Philadelphia, Pennsylvania.
Early Childhood Education in Philadelphia and Its Impact: Program Description and Evaluation Data.
HS200449

This brochure, prepared by the School District of Philadelphia, focuses on eight early childhood programs: Child Care, Day Care Services, Follow Through, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and the Walnut Center. Program descriptions, a chart of program characteristics, evaluation data, and a brief outline of the impact of prekindergarten experience on school performance provide an overview of the progress being made in early childhood programs in Philadelphia. A glossary is included.

Index codes 82 3 12

1110

Philadelphia School District. Philadelphia, Pennsylvania.
A Summary of Five Major Evaluation Reports on the Follow Through Program in Philadelphia 1972-1973.
16p.
1973. ED104550

This brief, nontechnical summary of five major evaluation reports is divided into four sections: 1. Pupil Achievement Characteristics: "Metropolitan Achievement Test (MAT)", Spring, 1973; 2. Continuance and Transience Among Teachers and Pupils 1968-1973; 3. The Parental Component in Follow Through; and 4. Supportive Services in Follow Through. Achievement data from a cross-sectional viewpoint indicate that total Follow Through performance in the spring of 1973 is better than non-Follow Through performance in kindergarten and first grade, and that the Bank Street and Behavior Analysis models show consistently higher performance at all grade levels. Quasilongitudinal analyses indicate a positive effect of combined maximum exposure and Head Start or equivalent experience, particularly in the Behavior Analysis and Bank Street models. Pupil and teacher retention rates continue to be relatively high (60-70 percent for pupils; slightly more than 60 percent for teachers), and the parent involvement component continues to be a priority area. Supportive services data indicate that medical services are most uniformly provided for; psychological services the least so. However, in almost all cases services extend well beyond those provided by the school district.

Principal Author: Judith Goodwin.

Index codes 1 10 11 15 19 20 21 81

1111

Philadelphia School District. Philadelphia, Pennsylvania.
Prekindergarten Head Start Year End Report: 1973-1974.
76p.
1974. HS200437

The 22 centers in the Philadelphia Head Start Program, a year round, full day program, reflect five early childhood educational models (Behavior Analysis, Montessori, Bank Street, Responsive Learning, and Child Development). The evaluation of the centers and their programs focused on the programs' objectives as they relate to children. Three areas were identified for study: (1) documentation of existing practices in the centers, (2) development of methods to determine any variations among the programs in terms of children's activities and developmental differences of children, and (3) assistance to supportive staff in delineating their major responsibilities and in documenting their activities with regard to program policy and implementation. The appendices contain the observation forms used to assess the centers' services, features, practices, and inventory. Differences among centers were determined. This report recommends increased staff development activities involving teacher-made curriculum materials, training of staff in their appropriate educational model, and giving attention to the unequal distribution of children among models if Head Start considers strengthening the alternative model approach to early childhood education.

Principal Author: Sherran Toll.

Index codes 1 13 12 82

1112

Philadelphia School District. Philadelphia, Pennsylvania.
Prekindergarten Head Start Year End Report 1974-1975.
140p.
1975. ED117127

The Philadelphia Prekindergarten Head Start Program is a child development program for three- and four-year old children from low-income families funded through the Philadelphia Anti-Poverty Action Commission. The approach stresses an interacting and multidisciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program has been designed to implement five different early childhood education models: Behavioral Analysis, Bank Street, Montessori, Responsive Learning, and Curriculum for Social and Emotional Development. Programming according to model specifications remained the theoretical basis for daily operation. Research and evaluation activities during 1974-75 have centered around the program's goals for children. They have included classroom observations, the development of forms to assess the extent of model implementation, summarizing and analyzing the results of the Denver Developmental Screening Test, and the inclusion of the children in the Early Childhood Longitudinal File. There was found to be a wide range of practices in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) grouping practices, (4) frequency of parent volunteers, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. Principal Author: Sherran Toll.

Index codes 99 83

1113

Philadelphia School District. Philadelphia, Pennsylvania.
Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976.
111p.
1976. ED132170

The Philadelphia Prekindergarten Head Start program is a child development program for three- and four-year-old children from low-income families which stresses an interacting and multi-disciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population, respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socioeconomic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the normal population. Principal Author: Sherran Toll.

Index codes 1 13 15 5 8 12 16 82

1114

Philadelphia School District. Philadelphia, Pennsylvania.
Follow Through Pupil Absence Rates in Philadelphia, 1974-1975.
Report No. 7701.
63p.
1976. ED143435

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report.
Principal Author: Anne M. Lukshus.

Index codes 1 19 10 13 81

1115

Philadelphia School District. Philadelphia, Pennsylvania.
A Summary of Six Major Evaluation Reports on Follow Through in Phildelphia, 1974-1975. Report No. 7713.
25p.
1976. ED132174

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second, respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 71% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program.
Principal Author: Judith Goodwin.

Index codes 1 19 13 21 10 11 20 15 81

1116

Philadelphia School District. Philadelphia, Pennsylvania.
Follow Through Pupil Achievement Charcteristics in Philadelphia, 1974-1975. Vol. II: Quasi-Longitudinal Data.
139p.
1976. ED136942

This report examines 1974-1975 achievement test results for Philadelphia Follow Through pupils in the light of "quasi-longitudinal" variables from the Follow Through longitudinal pupil file. In Part I, Head Start effects are examined by comparing the Head Start group and the non-Head Start group of pupils within the maximum exposure category at each grade level. Evidence is presented for three effects: the effect of Head Start or equivalent preschool experience, the effect of maximum program exposure, and the effect of low absence. These effects were found to show a good degree of consistency for the Total Follow Through population. Model-specific variation is discussed. In Part II, the actual levels of performance were examined for four quasi-longitudinal groupings: the total group tested (cross-sectional), pupils with maximum program exposure, pupils with maximum program exposure and Head Start or equivalent experience, and pupils with maximum exposure, Head Start or equivalent experience and fifteen or fewer days of absence. The general pattern of results indicates increasingly higher levels of performance with each increasingly restrictive grouping as expected. Model-specific variation is noted for three time-points: first program grade (kindergarten), final program grade (third), and highest grade of program "graduates" (sixth). The importance of strictly longitudinal analysis for better emphasis of these effects vis-a-vis other variables is emphasized.
Principal Author: James B. Welsh.

Index codes 1 10 11 21 19 81

1117

Philadelphia School District. Philadelphia, Pennsylvania.
Prekindergarten Head Start Evaluation Year End Report 1976-1977. Report No. 7808.
79p.
1977. ED152399

This report is a compilation of information on the educational, parent involvement, health services, social services, and staff development components of Prekindergarten Head Start, a School District of Philadelphia child development preschool program for children of low income families. Instructional models used in the program were Bank Street, Montessori, Behavioral Analysis, Open Classroom, and Responsive Learning. Children's development was documented by teachers using checklists in seven areas: gross motor, fine motor manipulation, writing, social, self-help, language, and cognition. Information on the program was gathered through various instruments involving direct observation, opinion surveys, and summary documents. While all groups of children were found to show increases in their developmental skills, different developmental "profiles" were found for the different instructional models. The majority of the 850 children in the program were screened for a variety of health problems, and most found to be in need were treated. Ninety-three percent of the 700 families with children in the program were identified as needing help of a social service nature, and nearly 75% of the families so identified received help. Parents participated in a variety of center activities. Staff workshops were reported to affect classroom practices. Appendices contain evaluation forms and observation data.
Principal Author: Kenneth W. Prusso.

Index codes 1 13 16 23 24 21 20 81

1118

Philadelphia School District. Philadelphia, Pennsylvania.
Report of Early Childhood Programs Health Services 1976-1977.
Report No. 7842.
36p.
1977. ED152402

This report briefly describes the health (medical, dental and psychological/mental health) services of five School Districts of Philadelphia early childhood programs: Child Care, Get Set Day Care, Parent Cooperative Nurseries, Prekindergarten Head Start, and Follow Through. Programs with and without mandated health components are included. Detailed information on the health components of three of these programs is given in three separate appendices, each including a narrative explaining the type of health care given, providers of care, and number of pupils served. Data indicate that although there is wide variation in the way health care is delivered to the students, common characteristics do exist among the programs which allow for the delivery of similar services. Based on the cumulative information, vision, hearing, and nutrition (growth) problems were identified as prevalent health concerns among children of all the programs. Results are discussed and recommendations are made.
Principal Author: Cleo Figgures.

Index codes 1 20 5 81

1119

Philadelphia School District. Philadelphia, Pennsylvania.
Report of Early Childhood Education Programs Staff Development.
Volume I and Volume II (Appendices). Report No. 7843.
176p.
1977. ED152398

This report describes a survey of instructional staff in eight School Districts of Philadelphia early childhood education programs regarding their views of staff development activities. The programs were: Child Care, Original Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Supervisory personnel, teachers, assistant teachers and aides completed one of two comprehensive staff development questionnaires investigating such areas as: types of ongoing staff development provided by supervisors; staff attendance at workshops; staff satisfaction with development activities; and the impact of staff development on classroom practices. Data were collected in the spring of 1977. Questionnaire response rates are discussed and major staff development characteristics are examined across the eight programs in terms of supervisory staff responses, and teacher, assistant teacher, and aides response. The appendices, which comprise the bulk of the document, contain the two questionnaires and a summary of responses for each program.
Principal Authors: Judith Goodwin; Kenneth W. Prusso.

Index codes 1 12 10 81

1120

Philadelphia School District. Philadelphia, Pennsylvania.
Study of Parent Involvement in Early Childhood Education Programs.
Report No. 7844.
83p.
1977. ED152400

This report presents a broad preliminary examination of parent involvement in eight early childhood education programs in the School District of Philadelphia: Child Care, Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Data were collected from September 1976 through May 1977, using a reporting form developed for the evaluation. Questionnaires were completed by people in different job classifications (teachers, social workers, parent advisory committee chairpersons, etc.). Data collected include rate of questionnaire return, function of the main parent group, extent of parent participation in meetings, parent volunteer time, and types of volunteer roles. Results showed a tendency for program-specific organizations to view their major function as participating in and/or planning educational activities, while programs without specific parent organizations tended to view their major function as fund raising. The appendices, which comprise more than half of the document, contain The Quarterly Parent Involvement Questionnaire, and data for each of the eight programs reviewed.

Principal Author: Aaron Bass.

Index codes 1 15 10 18 12 81

1121

Philadelphia School District. Philadelphia, Pennslyvania.
Follow Through Pupil Achievement Characteristics in Philadelphia Quasi-Longitudinal Data 1975-1976 and 1976-1977. Report No. 7870. Appendices Volume.
507p.
1978. ED164564

Quasi-longitudinal data on student achievement, drawn from a computerized file on about 50,000 children, essentially consist of cross-sectional performance data analyzed in terms of length of program exposure while allowing for analysis of post-program performance on the basis of program exposure. The data are also analyzed according to the major variables of Head Start or equivalent experience, and yearly absence rates. Performance is analyzed in the form of effectiveness scores, which involve: (1) ratio of actual to possible instances of higher performance; (2) comparison of Follow Through groups with total city and non-Follow Through; and (3) percentile ranks above the 50th and below the 16th in reading and mathematics achievement. The findings indicate that low absence and/or Head Start or similar early experience positively affect achievement. Very extensive data tables are appended which present achievement data for different Follow Through programs and grade levels.

Principal Authors: Thomas McNamara.

Index codes 1 11 13 10 21 81

1122

Philadelphia School District. Philadelphia, Pennsylvania.
Post-Program Achievement of Prekindergarten Children in Philadelphia: Quasi-Longitudinal Data. 1974-1975 Through 1976-1977. Report No. 7901.
37p.
1978. ED164573

Data are reported on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its "graduates" proceeded through the school years. The report covers three cohorts--those entering kindergarten in the fall of 1974, 1975, and 1976--from the two major prekindergarten programs in the city for which data were available back to September, 1974. This report provides three years of information on kindergarten performance, two years on first grade performance, and one year on second grade performance. Compared to total city performance, prekindergarten experience generally produced higher reading and mathematics achievement. The data, however, did not support a differential effect for a specific type of prekindergarten experience. Follow Through experience following prekindergarten had a consistently positive effect on mathematics performance. Of the original Follow Through programs, the Behavior Analysis model, combined with prekindergarten experience, resulted in higher achievement than any other model. This group's performance also exceeded three-fourths of the non-Follow Through comparison groups. It was also found that low absence while in Follow Through enhanced the performance of children with prekindergarten experience.
Principal Author: Richard F. Maraschiello.

Index codes 1 11 21 10 13 81

1123

Philadelphia School District. Philadelphia, Pennsylvania.
Report of Early Childhood Programs: Social Services 1977-1978. Report No. 7913.
89p.
1978. ED172923

This 1977-1978 annual report of the social services component of early childhood programs within the school district of Philadelphia provides a description of the types and quantities of activities undertaken in five early childhood programs by the social service workers. Data were obtained from periodic reporting forms designed by the early childhood evaluation unit. The data focused on three areas of services: (1) the number of families requiring services and the number receiving assistance; (2) the frequency of contacts with families; and (3) the types of assistance provided to families. Social services were mandated in four of the five programs discussed in this report: Child Care (CC); Get Set Day Care (GS); Prekindergarten Head Start (HS); and Follow Through (FT). The fifth program, Parent Cooperative Nurseries (PCN), was included by program request. Each program was able to attain either fully or partially its specific objectives or its performance standards. Within the programs' mandated social services, 88 social service workers made 85,181 contacts, of which 54 percent were with a parent or guardian, 35 percent were with other program personnel, and 11 percent were with community agencies. Social services workers focused primarily on admission and recruitment, children's attendance, and home-school liaison functions. Although insufficient data were obtained regarding the frequency of contacts with families in two programs (GS, FT), 85 percent of the families in the other two programs were contacted one to three times, and 15 percent were contacted four or more times a month or quarter.
Principal Author: Mildred M. Asano.

Index codes 1 20 81

1124

Philadelphia School District. Philadelphia, Pennsylvania.
Report of Early Childhood Programs Health Services Component 1977-1978. Report No. 7915.
28p.
1978. ED172929

This report describes in detail the health services of three Philadelphia programs which have mandated such services (Original Follow Through, Get Set Day Care, and Prekindergarten Head Start). It also highlights the services provided in the other eight early childhood programs in the Philadelphia school district (Child Care, Durham Child Development Center, Follow Through Expansion, Impact Aid, Kindergarten, Parent Cooperative Nursery, Primary Skills, and Project Bridge). Data indicate that although the method of health service delivery may differ among the various programs, provisions have been made to ensure that children's health problems are identified, referrals made, and treatment provided whenever necessary. The findings suggest that because of a more concentrated effort on the part of the school district's division of school health services and the program health staff, a greater number of children in the early childhood programs were served in 1978 than in the previous year. Appendices present data on the health services provided by the Follow Through, Get Set, and Head Start programs.
Principal Author: Cleo Figgures.

Index codes 1 20 5 81

1125

Philadelphia School District. Philadelphia, Pennsylvania.
Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.
73p.
1978. ED167581

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended.
Principal Authors: Richard F. Maraschiello; Kenneth W. Prusso.

Index codes 1 13 16 23 5 12 20 15 81

1126

Philadelphia School District. Philadelphia, Pennsylvania.
Follow Through Pupil Absence Rates, Pupil Continuance Rates, and Teacher Continuance Rates in Philadelphia: 1975-76 to 1977-78. Report No.7942.
26p.
1978. ED172934

This report covers three aspects of the Follow Through program in Philadelphia: pupil absence, pupil continuance, and teacher continuance. Data are presented by grade, model, and total program for the 1975-1976, 1976-1977, and 1977-1978 school years. Patterns of attendance were identified for the total pupil population and two subgroups: pupils with previous Head Start (HS) or equivalent experience and those without such exposure. Absence rates varied across the K-3 range. Lower absence was found at higher grade levels. Pupils with previous HS experience had significantly higher attendance than pupils without previous HS experience at every grade level. The pupil continuance rate was 66% in 1975-76, 62% in 1976-77, and only 27% in 1977-78, when the imposition of a strict interpretation of Title I guidelines caused a large number of former program pupils to become ineligible. This could be related to the reversal in the previous pattern of higher continuance rates for HS pupils. Teacher continuance rates increased as the size of the program diminished, since teachers with the most program experience were retained.
Principal Author: Anne M. Lukshus.

Index codes 1 10 19 81

1127

Philadelphia School District. Philadelphia, Pennsylvania.
Early Childhood Education in Philadelphia and Its Impact. Program Description and Evaluation Data.
16p.
1979. HS200576

Fourteen early childhood education programs in the School District of Philadelphia, which serve more than 90,000 children in almost 500 sites, are reviewed. An outline of each program and an accompanying chart show populations served, operating schedules and services. Results of the evaluation give percentage gains in social and academic areas for selected programs within the system and statistics concerning parent participation, health screening, health education, staff development, and the long term effects of prekindergarten experience.

Index codes 1 20 21 19 84 16 15 5 11 12

1128

Philadelphia School District. Philadelphia, Pennsylvania.
Early Childhood Programs, Mental Health Services 1978-1979. Report No. 8054.
18p.
1980. ED188774

This 1978-1979 Mental Health Services report focuses on the types and quantities of mental health services provided to children in four Early Childhood Programs in Philadelphia: Get Set Day Care, Prekindergarten Head Start, Follow Through and Follow Through Expansion. Mental health services were provided by the Psychologists and Psychological assistants in Get Set Day Care, Mental Health specialists in Prekindergarten Head Start, and Mental Health Consultants in the Follow Through program. Data were obtained from a reporting form and from the contracted agencies' monthly or annual report(s) and invoice statements. Across the four programs, a total of 1419 children were seen by the mental health workers. Of these, 1149 (81%) received additional services. The most frequently identified impairments associated with program children were speech impairments, emotional problems, and developmental delays. Mental health workers provided direct services in the form of classroom observations, counseling or therapy sessions with children, and diagnostic treatment consultations with parents, staff and other program personnel. Services were most frequently provided, in order of frequency, to staff and other program personnel, children, and parents respectively. Indirect services consisted of conducting staff development sessions, making referrals and attending faculty or planning meetings. Across the four programs, the major emphasis in indirect services was on attending faculty or planning meetings.
Principal Author: Herman Carter.

Index codes 1 20 5 8 81

1129

Philadelphia School District. Philadelphia, Pennsylvania.
Prekindergarten Head Start Evaluation. Year End Report: 1978-1979.
28p.
1980. HS200743

Descriptive information is provided on the performance of the Philadelphia Prekindergarten Head Start (PKHS) program during 1978-1979. Data were collected through various instruments involving direct observation, child developmental status records, questionnaires, and data recording forms to evaluate the major PKHS program components (education, parent involvement, supportive services, social services, and staff development). Tables summarize the data.
Principal Author: Richard F. Maraschiello.

Index codes 99 84

1130

Philadelphia School District. Philadelphia, Pennsylvania.
Evaluation of Parent Involvement in Early Childhood Programs 1979-1980. Technical Summary, Report No. 8130.
14p.
1980. ED204388

Evaluation of parent involvement in the following ten early childhood programs in the Philadelphia school district is presented: (1) Child Care (CC); (2) Head Start (HS); (3) Parent Nursery (PN); (4) Get Set (GS); (5) Durham Child Development Center (DCD); (6) Preschool Child Development Project (PCD); (7) Original Follow Through (OFT); (8) Follow Through Expansion (FTE); (9) Primary Skills (PS); and (10) Project Bridge (PB). Across all programs the overall level of participation was reflected in 188,966 total hours contributed by parents. Volunteer work predominated, exceeding workshop attendance by a 4 to 1 ratio in total hours. Classroom participation elicited the greatest number of volunteer hours across all programs with 81,433 hours, followed by meetings with 36,079 hours. Across all programs workshop attendance was 15,861; PN had a rate of attendance corresponding to 12.58 per child, CC, 1.34 per chid, and HS, 1.12 per child. Workshops dealing with educational matters were by far the most frequently attended, followed by those concerned with growth and development, and last by those dealing with social services.
Principal Author: John McKinney.

Index codes 1 15

1131

Philadelphia School District. Philadelphia, Pennsylvania.
Evaluation of the Prekindergarten Head Start Program 1979-1980.
Technical Summary. Report No. 8132.
41p.
1981. ED206637

Oriented toward a direct instructional routine in preparation for regular school, the Philadelphia Prekindergarten Head Start Program (PKHS) provides experiences to counter-balance effects of social and economic disadvantagement; parent involvement; staff development; and special supportive services. It employs five instructional models: Bank Street, Behavioral Analysis, Montessori, Open Classroom, and Responsive Learning. Observations indicate that children's activities usually emphasized language and social developmental skill areas, while adults were primarily observed in group leader or direct teacher roles. When tested against the Developmental Behavior Checklist, PKHS children accomplished approximately the same number of items as the total prekindergarten population. During the course of the program the number of children identified as developmentally "delayed" or "suspicious" decreased by 50 percent. It also appears that the program has a positive lasting effect on children's scores on standardized tests through grade 5. Children enrolled in the program received extensive psychological, nutritional and social services during 1979-80. Parent involvement in the program was high in both classroom participation and policy or planning meetings. Staff development was also a major component of the program. Over 70 percent of staff attended more than five workshops during the year.
Principal Author: Richard Maraschiello.

Index codes 1 21 15 13 81

1132

Philadelphia School District. Philadelphia, Pennsylvania.
Evaluation of the Prekindergarten Head Start Program, 1979-1980.
5p.
1981. HS200529

This "Key to the Facts," which is written in lay terms, provides information on the 1979-80 evaluation of the Philadelphia School System's Head Start programs. Program components studied included developmental emphasis; adult roles; later school performance; special medical, psychological, nutritional, and social support services; parent involvement and staff development. The evaluation results suggest that the Philadelphia Head Start Program has a lasting positive effect on preschool children. Principal Author: Richard F. Maraschiello.

Index codes 99 84

1133

Philadelphia School District. Philadelphia, Pennsylvania.
Evaluation of the Prekindergarten Head Start Program 1979-1980.
Technical Summary.
30p.
1981. HS200532

The Philladelphia Prekindergarten Head Start (PKHS) has several major components: education, parent involvement, staff development and special health, social and psychological support services. Data for each component has been collected and is reproduced in this report. The PKHS Program, as a whole, performed as expected in all major areas. The percentages of children initially characterized as developmentally "suspicious" or "delayed" were reduced after participation in the program through grade 5. PKHS "graduates" studied scored close to or better than their counterparts on standardized tests. Principal Author: Richard F. Maraschiello.

Index codes 99 84

1134

Philadelphia School District. Philadlephia, Pennsylvania.
Evaluation of the Original Follow Through Program, 1979-1980. Technical Summary.
39p.
1981. ED202607

Results from the 1979-80 evaluation of Philadelphia's Follow Through Program--part of a nationwide attempt to provide unique educational settings for low-income students in kindergarten through grade 3--are reported. The evaluation dealt with five components of the program: education, staff development, parent involvement, health and social services. Cross-sectional achievment data indicated that children in the Follow Through Program outperformed Title I Non-Follow Through children in both reading and mathematics at every grade level (1-3). Staff development information revealed that the majority of teachers and aides were satisfied with the services provided by resources/support personnel; priorities for future staff development were identified in the area of "dealing with suspected child abuse/neglect" for both teachers and aides, and "social behaviors, human relations" for aides. Parent involvement data indicated that a total of 24,679 parent volunteer hours were donated to the program, which averaged 11.62 hours per child enrolled. Health services information showed that 80% of the children received vision screening, 72% hearing screening, 50% growth screening, and 74% dental screening. Social service data indicated that 49% of the Follow Through families were identified as needing social service assistance and that 91% of these families received the necessary assistance. (Data tables are included for each component evaluated.)
Principal Author: Judy Goodwin.

Index codes 1 10 16 15 5 81

1135

Philadelphia School District. Philadelphia, Pennsylvania.
Evaluation of the Follow Through Title I Expansion Program.
35p.
1981. ED202574

The Follow Through Title I Expansion Program involving kindergarten through third-grade classes in 28 schools in Philadelphia district 1-7 was evaluated in 1979-1980 in the areas of classroom process/implementation, achievement, parent involvement, staff development, and supportive services. The evaluation report consists of 22 tables of data with accompanying summary statements.
Principal Author: Herman Carter.

Index codes 1 15 12 21 13 10 81

1136 Phillips, Bertrand P.
Head Start Parents in Participant Groups: III. Community Trainer as Link to Social Change.
Journal of Applied Behavioral Science, 1974, 10(2):259-263.
HS200311

The purpose of this research was to achieve harmony among child, family, parent group, Head Start, and school and to determine whether parent participant groups are effective in bringing this about.

Index codes 1 12 15 82

1137 Phillips, Clyde K., Jr.
A Comparative Study of the Effects of a Head Start Follow Through Program and a Kindergarten Program upon the Cognitive Abilities and Self-Concepts of Children of Low Socioeconomic Environments.
Dissertation Abstracts International, 1972, 32(7-A):3629.
HS200312

This dissertation compares the development of cognitive abilities and self-concepts of pupils who participated in a Head Start Follow Through program as contrasted to those pupils who participated in a kindergarten program.

Index codes 1 10 16 21 83

Phinney, Jean.
Pierce-Jones, John.
For other entries by these authors see Index of Co-authors.

1138 Pines, Maya.
A Head Start in the Nursery.
Psychology Today, 1979, 13(4):56-68.
EJ220343

In an interview, J. McVicker Hunt discusses the role of children's interactions with their environments in raising intelligence, the general effects of Head Start, and the role of mothers in affecting their children's intelligence.

Index codes 3 24 81

1139 Pinkerton, Norma B.
A Comparison of Referred Head Start, Non-Referred Head Start and Non-Head Start Groups of Primary Public School Children on Achievement, Language Processing and Classroom Behavior.
Dissertation Abstracts International, 1976, 37(3-A):1459.
HS200313

The purpose of this study was to evaluate the progress of children who have gone through Cincinnati's public school Head Start program. Subjects were children who were about to enter fourth grade. Head Start's educational objectives of socio-emotional, language and perceptual motor development were investigated as they relate to the normal academic and behavioral third grade requirements.

Index codes 1 11 16 21 83

1140
Planning Research Corporation. Washington, D.C.
Results of the Summer 1965 Project Head Start. Volumes I and II. 561p.
1966. ED018250

An overall survey and analysis of the Summer 1965 Project Head Start is presented in this report. The first section discusses the inception, implementation, and formal organization of the project. The second section presents detailed information on the communities, children, parents, staff, and workers involved in the project. The third section discusses and evaluates specific Head Start programs. The fourth section considers the impact of the Head Start program on the participating communities, on the health, mental development, and social development of the children, on the parents, and on the staff of the Child Development Centers. The final section summarizes the results and presents several specific recommendations. Volume II of the report contains the appendixes.
Principal Author: H. Russell Cort, Jr.

Index codes 99 83

1141
Planning Research Corporation. Washington, D. C.
A Study of the Full-Year 1966 Head Start Programs.
269p.
1967. ED015010

As part of the evaluation of effectiveness of full-year Head Start programs, children from a nationwide sample of centers were tested with five instruments (Peabody Picture Vocabulary Test, Pre-School Inventory, Vineland Social Maturity Scale, Draw-a-Person, and Behavior Inventory). Centers were selected to be representative of programs of different lengths. Post-tests were used to examine the question of whether the length of the program affects the performance of the children. There was no reliable evidence of a systematic relationship between length of participation in a program and level of performance or development. Factors affecting the interpretation of results are discussed in this report. Descriptive statistics on the test scores, characteristics of parents, families, and staff members are presented. Inter-test correlational data are reported. A summary of this report is also available as a separate document.
Principal Author: H. Russell Cort, Jr.

Index codes 1 13 15 16 21 83

1142
Planning Research Corporation. Washington, D.C.
A Study of the Full-Year 1966 Head Start Programs. Summary Report.
27p.
1967. ED014328

This summary of selected highlights is from a major report titled "A study of the full-year 1966 Head Start Programs." The study was done to determine whether the performance of children on five tests and rating scales is related to the length of the 1966 full-year program which they attended. Full-year programs were classed as short term for 15 weeks or less, medium term for 17 to 23 weeks, and long term for 25 weeks or more. Nineteen testers who fulfilled special requirements were chosen to administer the tests. In all, 964 children in 72 centers were tested. Tests and scales used and briefly discussed were the Peabody Picture Vocabulary Test, the revised Pre-school Inventory, the Behavior Inventory, the Vineland Social Maturity Scale, and the Draw-a-Person Test. Recommendations are made regarding the use of these tests. From analysis of test scores it was determined that there was no reliable evidence of an average difference in performance related to length of program attendance. Some unresolved questions raised by the study are given. Evidence indicates a need for the spelling out of specific goals and objectives for Head Start programs.

Index codes 1 13 16 19 21 81

Plant, Walter T.
Platoff, Joan.
Plisko, Valena W.
For other entries by these authors see Index of Co-authors.

1143 Pointer, Avis Yvonne.
New Professionals for Public Elementary Schools: An Analytical Study of a College-Based Manpower Training Program for Head Start Follow Through Staff.
Dissertation Abstracts International, 1974, 35(1-A):107.
HS200314

The study evaluated the impact of a Federally funded manpower training program to determine the best possible program structure to promote gains in academic credits earned, job advancement, and salary increases.

Index codes 83 1 10 12

1144 Polczinski, Peter A.
Wisconsin University. La Crosse, Wisconsin.
A Review of the Literature: The Measured Effects of Preschool Intervention.
102p.
1980. HS200918

This paper provides a systematic review of published literature from 1965 to 1980, yielding a total of 28 studies directly concerned with the differential effects of preschool intervention and parent involvement (i.e., home-based, Home Start, Head Start and combined programs) on measures of cognitive development, perceptual-motor development, language development, and social-emotional development. Studies were critically evaluated at three levels: First, on their ability to meet the criterion of the operational definition of the programs previously cited; second, on their reported effort to control for selection effects (evidence of equivalence for population characteristics); and third, on their effort to adequately control for other possible effects of history, maturation, testing, instrumentation, experimental mortality, and selection-maturation interaction (as discussed in Campbell & Stanley, 1970). Studies judged moderately and maximally controlled demonstrated consistently higher levels of cognitive development, academic achievement, perceptual-motor skills, language abilities, and social-emotional development for those children participating in an intervention program versus children in control groups without intervention. Conclusions, Methodological Problems, Speculations, and Implications for Future Research are discussed in the final chapter.

Index codes 1 16 19 21 82

1145 Porter, Jean Tansey.
An Evaluation of the Head Start Program in Calhoun County, Michigan, Summer, 1965, With Particular Attention to School Readiness.
Dissertation Abstracts International, 1968, 29(2-A):418.
HS100315

The purposes of this thesis were to describe the initial Head Start program conducted during the summer of 1965 on a county-wide basis among school districts in urban and rural areas of Michigan, and to evaluate the effects of this program on the school readiness of disadvantaged children.

Index codes 1 20 83

1146 Porter, Philip J.; et al.
Harvard University. Medical School. Cambridge, Massachusetts.
Evaluation of Head Start Educational Program in Cambridge, Massachusetts. Final Report.
43p.
1965. ED013668

Beginning with a review of the nursery school movement (Froebel, Montessori, and McMillan), this evaluation relates the historical material to Head Start, specifically in Cambridge, Mass. During the summer of 1965, matched groups of 33 Head Start children and 33 non-Head Start children (control group) were studied. School pre-registration lists provided names and socio-economic information for both the Head Start children and the control group children. Both groups were tested during the two weeks between the close of Head Start sessions and the first day of public school. Scores on measurement instruments were analyzed on the basis of (1) sex, (2) mother's educational level, and (3) family income level. The measure of learning rate as determined by the sequin form board was the most consistent in showing differences resulting from Head Start intervention. The chief difference seems to be that Head Start experience aided a child in attacking learning tasks. Follow-up research is needed into health, social case work, effects of formal schooling, and evaluation and refinement of the program.

Index codes 1 23 24 81

Posante-Loro, Rebecca.
Potter, F.
For other entries by these authors see Index of Co-authors.

1147

Poudre School District R1. Fort Collins, Colorado.
Poudre School District R1: Evaluation Materials, 1965-79.
HS100916

Included in this document are evaluation studies conducted by the Poudre School District Head Start Program between 1965 and 1979. Among the studies prepared were (1) a test of personality correlates and intellectual performance of Head Start children, (2) a validity of preschool inventory test, and (3) an eight-year follow-up study of the program.

Index codes 82 5 7 11 15 16 21

Powell, Marjorie.
For other entries by this author see Index of Co-authors.

1148 Pratt, Grace K.
Ethical Imperatives for Head Start.
Educational Forum, 1972, 36(2):215-219.
HS200317

This is a discussion of the ethical imperatives underlying Head Start. The author looks at Head Start philosophically and historically to determine the reasons for and goals of the program.

Index codes 3 20 82

1149
President's National Advisory Council on Supplementary Centers and Services.
Home Start II, Waterloo Community Schools, Waterloo, Iowa.
14p. Washington, D. C.
1972. ED065199

Home Start II of the Waterloo Community Schools, Iowa, is a program that attempts to remedy developmental lag in underprivileged preschool children by a multi-faceted approach. The program is described as to context, activities, staff, distinctive features, and equipment and material. Discussions are given of community involvement, costs, and evaluation. Tests of the Home Start children indicate that they have made significant gains, compared with other preschool groups, in achieving school readiness.

Index codes 1 9 12 14 21 81

Prestwich, Sheldon.
For other entries by this author see Index of Co-authors.

1150 Printz, Phyllis J.
The Effectiveness of an Extended Learning Course for Head Start Social Service Paraprofessionals.
Dissertation Abstracts International, 1979, 39(8-A):4765.
HS200676

The purpose of this study was to evaluate the effectiveness of an extended learning course, developed explicitly for Head Start paraprofessional social service staff. The study addresses the two questions: (1) did the students in the course master the course content? (2) could the students in the course apply the learned material to situations representative of those they would encounter on the job? There were 30 students in the course. They were administered a pretest and posttest as one measure of the course content mastery. A comparison group of 22 social service staff took the same pretest and posttest at 5 month intervals. Both groups also participated in a task designed to measure course content application that was quite similar to the tasks expected of them on the job. The major findings of the study were that there were statistically significant differences on all four measures between those who had taken the training and those who had not. The data indicated that not only had the students learned the material in the course at a satisfactory level, but they were better able to perform tasks which were related to analyzing families' needs, accurately characterizing the attributes of a client, and responding to a client's response. They appeared to be less judgmental and more emphatic in these tasks. Recommendations are made for strengthening this particular course. There are also suggestions for improving delivery systems in extended learning. It is pointed out that external courses for the disadvantaged have many problems unless there is a functional support system for the students.

Index codes 81 1 12

Prusso, Kenneth W.
For other entries by this author see Index of Co-authors.

1151 Pugnier, Vincent A.
Dental Needs of Minnesota's Head Start Children.
Northwest Dentistry, 1974, 53(5):279-283.
HS200320

This paper reports the results of an oral hygiene survey of more than 1,000 Head Start children from 71 communities. The children were inspected for OHI-S and def. indices and placed in treatment priority groups.

Index codes 1 5 82

1152 Pytkowicz, A. R.; Seide, L.
Children Who Failed Head Start.
Mental Hygiene, 1968, 52:386-394.
HS100321

The progress of 18 children who failed Head Start and participated in one of two types of summer Head Start programs was followed. The children were evaluated at the conclusion of their kindergarten year and compared with a representative sample of kindergarten children, some of whom had participated in the regular Head Start program. The children who had been in the summer demonstration project showed significant increases in IQ and receptive language ability during the summer program. The control group improved, but not significantly. By the end of kindergarten, the demonstration children and control children did not differ in IQ and receptive language, nor did they differ from regular kindergarten children. On a reading-readiness test the kindergarten class surpassed both groups, but the demonstration group was superior to the control group. All groups, however, were below the national norms. It was felt that the summer project was an effective amelioration experience and contributed to the greater emotional control and social adaptability of these children.

Index codes 1 24 23 22 16 82

1153 Quay, Lorence C.
Language Dialect, Reinforcement and the Intelligence-Test Performance of Negro Children.
Child Development, 1971, 42(1):5-15.
HS200322

This study evaluated the influence of two factors, motivation and communication, on the intellectual performance of Negro preschool children. The effects of two types of reinforcement (candy and praise) and two methods of communication (standard English and the Negro dialect) on Stanford-binet IQ scores and on responses to individual Binet items were investigated, using 100 four-year-old Negro Head Start children as subjects.

Index codes 1 16 13 24 82

Quellmalz, Edys S.
Quevillon, Randal P.
For other entries by these authors see Index of Co-authors.

1154 Rainey, Ernestine Wells.
The Development and Evaluation of a Language Development Program for Culturally Deprived Preschool Children.
252p.
1968. ED038412

To produce and evaluate a language development program for culturally deprived preschool children based on characteristics of Piaget's theory of intelligence, a 6-week experimental study was carried out in Project Head Start, Starkville, Mississippi. Randomly selected, 45 Negro Head Start enrollees made up three groups--two were taught the experimental program and one was taught the regular Head Start program. A fourth group (15 preschool Negro children who remained at home) received no instruction. Mental age and language age means and net increases for the four treatment groups were reported from pretest and posttest scores provided by the Illinois Test of Psycholinguistic Abilities, the Peabody Picture Vocabulary Test, and the Stanford-Binet Intelligence Scale. An analysis of variance was applied to the posttest data to determine whether differences at the . 05 level of significance existed in verbal intelligence and psycholinguistic abilities, and Kramer's Extension of Duncan's Multiple Range Test was used to compare the means of the groups. Results showed that the experimental program can raise intellectual functioning and alleviate language deficiency of Negro preschool culturally deprived children. It did not, however, increase the children's hearing vocabulary.

Index codes 1 13 23 24 81

1155 Raizen, Senta; et al.
Rand Corporation. Santa Monica, California.
Design for a National Evaluation of Social Competence in Head Start Children.
465p.
1974. ED104569

This volume specifies the design for a national evaluation of the effects of Head Start programs on the total child, defined in terms of his social competence (in assuming the role of pupil), but is not meant to be construed as a recommendation that a national evaluation be undertaken. The first chapters contain introductory recommendations concerning the use of the evaluation design; review of many of the theoretical and methodological problems involved in determining outcome criteria and producing interpretable, socially important, and socially responsible data; discussion of background information and issues which influenced the designing of the evaluation; and an overview of the evaluation, including detailed reasons for the choices made in respect to the main elements of the evaluation design. The following chapters contain specific examinations of these areas: (1) Health and Nutrition; (2) Perceptual-Motor, Cognitive, and Language Development; (3) Social and Personal Development; and (4) Independent Variables concerning treatment, control groups, and background characteristics. The final sections of the volume include the basic evaluation design and discussions of issues of statistical analysis, test development, pilot tests of the national evaluation, and the importance of using focused (small-scale) studies as adjunct to (and perhaps instead of) a national evaluation.

Index codes 2 5 13 16 21 84

1156 Raizen, Senta; et al.
Rand Corporation. Santa Monica, California.
Appendixes to Design for a National Evaluation of Social Competence in Head Start Children. Report No. R-1557-HEW. 216p.
1974. ED106003

This document contains appendixes to the Rand report which include: (1) recommendations for program evaluation and research made by a panel of 12 black professionals, (2) reaction papers by three black professionals and three Spanish-surnamed professionals, and (3) an expanded discussion of the technical measures proposed in the main report. Major recommendations and reactions focus on the definition of the term "social competence" and the independent variables involved, research design problems, projected outcome validity, and implications for black and Spanish-speaking children. A survey of literature concerning intelligence measurement and linguistic competence in Mexican-American populations is included. Technical information is given on tests used to measure perceptual-motor/cognitive/language skills. Information is included which supplements the discussions of social competence in Chapter 5 of the main report, particularly focusing on instrument recommendations in the areas of direct observation, evaluative responses from others, measures collected from subjects, and measures restricted to subsample studies. Also included are a literature survey on the independent variables, categorization of counties according to metropolitan/sparseness dimension, and an approximation of costs for basic battery testing per site.

Index codes 2 16 21 84

Ramsey, Barbara.
For other entries by this author see Index of Co-authors.

1157 Ramsey, Phillip H.; Vane, Julia R.
A Factor Analytic Study of the Stanford-Binet With Young Children.
Journal of School Psychology, 1970, 8(4):278-284.
HS200323

This study is a factor analysis of the performance of 152 Head Start and nursery school children on the Stanford-Binet.

Index codes 2 24 82

Ramsey, Wallace.
For other entries by this author see Index of Co-authors.

1158 Randel, Josephine; Elovson, Allana.
Follow-up Study of School Children and Families Enrolled in San Diego Home Start During Their Preschool Years.
78p.
1978. ED164131

The later school achievement of San Diego Home Start children and their parents' retrospective attidues about the value of the Home Start program were examined in this study. The Peabody Individual Achievement Test (PIAT) was administered to 32 children in grades K-3 whose families had participated in the Home Start program. Since no control group was used, the children's PIAT scores were compared to national PIAT norms which showed them to be functioning at the 54th percentile in math and the 48th percentile in reading. When compared to the lower mean percentiles (on the California Assessment Program Reading Test) of the schools the children were attending this PIAT reading percentile was interpreted as showing that the Home Start children were performing exceptionally well. The program children's low rate of grade retention and low rate of placement in special education in comparison to children in similar programs was also seen as evidence of positive effects of the Home Start program. Results of parent interviews are reported for: (1) parent attitudes about the usefulness of the information provided by Home Start in areas of child development, nutrition, community resources, health, and safety; (2) home practices related to these areas; (3) parent attitudes about their children's progress in school; and (4) school/home linkage efforts.

Index codes 1 21 15 7 81

1159 Randolph, Linda A.; et al.
Head Start Dental Health Services: A Blueprint for Preschool Children's Dentistry in the U.S.A.
International Dental Journal, 1980, 30(1):39-48.
HS200698

The Head Start dental health program provides children with dental examinations, restorative and other treatment services and prophylactic and preventive services. Dental health education, including nutrition education is provided for children, parents and staff. The basic health services goal of the program is to link the child and family to an on-going source of health care beyond the usual one-year period the Head Start child is enrolled in the program. Such a goal necessitates a close working relationship between private practice and government-funded dental practitioners at the community level to make maximum utilization of dental health resources--both manpower and financial. It is estimated that only 50 percent of Head Start children reside in communities with fluoridated water supplies. And at least 70 percent of more of Head Start pre-school children need dental treatment. A major focus of the program is to balance the competing priorities of treatment and prevention services within a finite, limited and often inadequate dental budget.

Index codes 82 5

Randolph, Linda A.
For other entries by this author see Index of Co-authors.

1160 Raph, Jane Beasley.
Rutgers State University, Graduate School. Brunswick, New Jersey.
Language Research Study--Project Head Start. Development of Methodology for Obtaining and Analyzing Spontaneous Verbalizations Used by Pre-Kindergarten Children in Selected Head Start Programs--A Pilot Study.
30p.
1965. ED015007

This study was designed to develop methodological approaches for obtaining and analyzing continuous expressive language samples used by pre-kindergarten children when they communicate with each other. It also was to consider means for analyzing these samples that would yield certain qualitative and quantitative methods. Four investigators were assigned to a different Head Start classroom to generally encourage the children to talk and kept continuous, detailed, narrative descriptions of functional language used by the children. During the last half of the program, children's language response to specific stimulus situations were tape recorded, with the attempt to determine a representative range from most to least verbal children.

Index codes 2 23 83

1161 Raspberry, W.
Why Push to Move Head Start?
Young Children, 1978, 33(6):15.
HS200702

In this editorial, the columnist discusses President Carter's proposal to move Project Head Start from under the jurisdiction of the Department of Health and Human Services to the newly formed Department of Education. Mr. Raspberry believes that Head Start is "...doing fine as is and that the proposed transfer involves unnecessary risks."

Index codes 81 3 12

1162 Raths, James; Katz, Lilian G.
CIRCUS: Comprehensive Program of Assessment Services for Preprimary Children.
Journal of Educational Measurement, 1975, 12(2):144-147.
EJ121845

In this article, the author reviews CIRCUS, a comprehensive battery of assessment devices designed for use in nursery schools and kindergartens to diagnose the instructional needs of individual children and evaluate educational programs.

Index codes 2 21 81

Rayder, N. F.
For other entries by this author see Index of Co-authors.

1163 Raymond, Ronald J., Jr.
Skeletal Age as a Predictor of School Readiness in "Project Head Start" Children.
Dissertation Abstracts International, 1967, 28(3-B):1207.
HS100327

The study investigates the use of skeletal age as a predictor of school readiness in a group of Head Start children. Investigation of four hypotheses served the purpose of attempting to relate skeletal maturation to a child's ability to assimilate and make use of kindergarten kinds of experiences, thus making him ready for the first grade. After X-rays were taken of the children, they were administered two cognitive tests. Correlations between the two were then made. The study also assessed the influence of Head Start on the relationships between maturation and readiness.

Index codes 1 5 21 83

Reeling, Glenn E.
For other entries by this author see Index of Co-authors.

1164 Rees, Helen E.
Deprivation and Compensatory Education: A Consideration.
New York: Houghton Mifflin; 1968. 300p.
HS100736

Organized into six sections, this book provides information on the programs and projects aimed at providing help for disadvantaged children and adults. The section entitled "The Essential Background of Understanding" considers terminology and definition; identification of the deprived; contributions of public health; social theory; cultural differences; and social, economic, and educational issues. Described are the characteristics and basic needs of deprived children and youth, their homes and parents, and detriments to education. Dealing with compensatory education, the section "Concept and Challenge" covers urban and rural schools, facilities and implementation, curricula and materials, learning problems, language difficulties, testing, guidance, and teachers and teaching. The role of the government in education and the responsibilities of the public and of private and public education are highlighted. The review of American education legislation includes descriptions of projects such as Head Start, Peace Corps, VISTA, National Teacher Corps, Upward Bound, Job Corps, Adult Basic Education, Children in Migrant Families, and programs for dropouts. Representative school programs are described, including the Demonstration Guidance Project, Higher Horizons Program, an Early School Admissions Project, Experimental Nursery School Program, Enrichment Program of the Institute for Developmental Studies, and the Great Cities Program for School Improvement. Centers of study and sources of information are listed.

Index codes 3 17 12 13 82

1165 Reese, Clyde; Morrow, Robert O.
State College of Arkansas. Conway, Arkansas.
Socioeconomic Mix: Effects of Disadvantaged Children in Preschool Child Development Programs.
2 volumes.
1971. ED067147

In a study of preschool child development programs, the purposes were two-fold: (1) to determine the effects of socioeconomic mix upon the cognitive, social, and language development of disadvantaged children, and (2) to determine the relative effects of two percentages of socioeconomic mix upon the cognitive, social, and language development of disadvantaged children. Using the pre-test, post-test experimental design with several testing methods, the analysis of variance and covariance were the major statistical tools used in the analysis of the data in addition to some a priori comparisons between treatment means on the results of the analysis of variance. The trends showed considerable support for the positive effects of socioeconomic mix. Included in the conclusions are: (1) the positive effect on the cognitive development, with less positive effects on verbal skills than other areas of cognition; (2) an increase in interactions between the subject and adults, and a decrease in those between subject and peers as the level of socioeconomic mix increases; (3) the reverse of such interactions as the level of socioeconomic mix decreases; (4) positive effects on the social competency under problem and stress conditions; and (5) positive effects in the development of social directed behavior and less ego directed behavior.

Index codes 1 21 16 19 12 84

Regan, Katryna J.
Reidford, Philip.
For other entries by these authors see Index of Co-authors.

1166 Reiff, Donald G.; Julia, Pere.
University of Rochester. Rochester, New York.
The Language-Situation in Project Head Start Centers, 1965.
1966. HS100447

This report summarizes the information available concerning verbal skills and language use by children in Head Start centers in 1965. In a survey of a number of reports and documents the authors review the type of linguistic information contained and comment on the usefulness, accuracy, and value of that information. Topics covered include the Preschool Inventory test as a measure of deficit or difference in a child's verbal repertoire, discontinuity between language development and speech therapy, delay in speech development, articulatory problems, bilingual teachers and aides, linguistic analyses and difficulties in systematic data gathering on expressive languge, the child's perceptions of the teacher, and ways of eliciting verbal behavior from children. Desiderata are listed for the acquisition of linguistic information. Suggestions for language training and procedures for data acquisition are presented.

Index codes 1 23 25 82

1167 Rentfrow, Robert K.; et al.
Use of Three New Instruments in a Head Start Program Evaluation.
Psychology in the Schools, 1975, 12(1):34-39.
HS200328

This is a report of the use of two innovative classroom observation instruments and a new developmental test in an evaluation of a Head Start program. A total of 164 Head Start children were tested and observed to evaluate achievement in intellectual skills, societal arts and skills and language competence.

Index codes 2 16 21 82

Rentfrow, Robert K.
For other entries by this author see Index of Co-authors.

1168

Research Triangle Institute. Durham, North Carolina.
A Report on Two National Samples of Head Start Classes: Some Aspects of Child Development of Participants in Full Year 1967-68 and 1968-69 Programs. Final Report.
220p.
1972. ED085407

Some characteristics of children, their families, the programs they attended, and the relationship of these experiences to their development are covered in this national report on the immediate changes associated with participation in full year Head Start programs. Major emphasis was placed on the child's cognitive and social development in the context of the classroom experience. Data was collected through the use of 24 forms, questionnaires and tests. Major findings were: (1) life circumstances associated with family economic status were associated with the child's performance on measures of cognitive development and achievement upon entering a Head Start Program. (2) There were significant overall gains on cognitive development, preacademic readiness, the ability to learn a new task, and achievement motivation. The gains were greater than expected at usual maturational rates. (3) As age increased, achievement motivation increased and adjustment problems decreased. (4) Teacher demographic variables were not related to the progress of the children. (5) Programs did make a difference and the highly structured, focused, and well-implemented compensatory programs brought about greater immediate cognitive gains than low structured, diffuse and less well implemented programs. (6) There was substantial variation in cognitive gains among classes and a significant amount of this variation could be predicted from class and teacher-based observation.

Index codes 1 20 21 16 13 12 83

1169

Research Triangle Institute. Durham, North Carolina.
A Report on Two National Samples of Head Start Classes: Some Aspects of Child Development of Participants in Full Year 1967-68 and 1968-69 Programs. Appendixes. Final Report.
75p.
1972. ED091443

This document is the appendix of ED 085 407. It contains six sections: (1) a summary of recommendations for a Head Start program proposed by a panel of experts at the request of the Office of Economic Opportunity in 1964; (2) Head Start Fact Sheet for Fiscal Year 1971; (3) List of Initial Explanatory Variables, 1968-69; (4) Cross Tabulations of Child, Family and Program Variables; (5) Gain Score Class Averages for 1967-68 and 1968-69 Program; and (6) Relationships of Child, Family and Program Variables to Gain Scores.

Index codes 2 21 83

Resenfeld, Howard M.
For other entries by this author see Index of Co-authors.

1170
Resource Management Corporation. Bethesda, Maryland.
Evaluations of the War on Poverty: Status and Prospects at the Office of Economic Opportunity.
252p.
1969. HS100012

This report, written in 1969 before many of the major studies were done on Head Start and disadvantaged children, examines the quality of evaluation practices at the Office of Economic Opportunity, and the extent to which the results of evaluation have influenced program design and operation. It points out that the combination of the multiple objectives of Head Start, the necessity of surveying a considerable time span to view its impact on the intended target group and the enormous problem of measuring such impact, combine to handicap Head Start evaluation. It recommends that funding should continue to be expended on evaluation activities that contribute to the improvement of the program, but more attention should also be focused on national assessment of the program's impact--not just on cognitive skills, but on the health services it provides to children, the benefits it afford family structure, etc.--in order to demonstrate that the program is an appropriate recipient of resources that might be channeled to manpower, income maintenance or public health programs.

Index codes 82 3

1171 Revicki, Dennis A.
The Relationship Among Socioeconomic Status, Home Environment, Parent Involvement, Child Self Concept and Child Achievement.
23p.
1981. ED206645

The relationship among socio-economic status, sibling variables, social-psychological home environment, parent involvement in intervention programs, and child self-concept and achievement were empirically investigated to determine the importance and kind of parent participation most closely related to children's cognitive and affective development. A sample of 321 second-grade children and their families from two parent educaton follow through program (PEFTP) sites were studied. Data were collected using semi-structured interviews and program records, and were statistically analyzed using LISREL. Reciprocal relationships were discovered between: (1) parent involvement in the PEFTP and the home environmnet; (2) self-concept and achievement; and (3) achievement and the home environment. Active parent involvement in the program, reinforcement, stimulation, expectation, and the social-psychological family environment were related to increased achievement performance and self-concept. The information obtained through this investigation may be useful in the design and implementation of future intervention programs.

Index codes 1 10 15 16 21 81

1172

Reyes (J. A.) Associates, Inc. Washington, D.C.
An Evaluation of Migrant Head Start Programs. Preliminary Report on Home Based Findings. Appendices.
1,155p.
1980. ED192983

Utilizing specially designed interview schedules to evaluate the kinds of services children and families receive from various Migrant Head Start programs throughout the country, this preliminary report on home base findings consists of questions asked of the staff at every Migrant Head Start site across the country and questions asked of parents who have children enrolled in the program. The report includes a frequency distribution table for each question asked. Section I, "Program Instruments and Data," contains staff interview questions on the following modules: center director, education, health, nutrition, service, and parent involvement. It also contains topical guides for program and staff record review and for a surveyor's walk-through and check list. Part II, "Family and Children Instruments and Data," provides the parent interview schedule (home base) and a topical guide to children's records.

Index codes 2 15 26 5 12 84

1173

Reyes (J. A.) Associates, Inc. Washington, DC.
An Evaluation of Migrant Head Start Programs: Preliminary Report on Destination Findings.
1980. HS200809

This document represents phase II of a study of 77 migrant Head Start programs which operated between May 1979 and October 1979. The programs which were operational for at least one year prior to the study. The programs were funded through the Indian and Migrant Program Division, DHEW. Chapters cover the objectives of the study methodology; findings in the areas of organization and management; education, health services, and nutrition; parent involvement in the program, and problems encountered by staff. Figures and Tables show organization of programs, financial data, and characteristics of participants in the areas of hours of employment, availability of child care through the extended family, and other factors affecting the need for and access to child care.

Index codes 1 26 12 20 14 83

1174 Reyes (J. A.) Associates, Inc. Washington, D.C.
An Evaluation of Migrant Head Start Programs. Preliminary Report on Home Base Findings.
306p.
1980. ED192982

The report provides Indian and Migrant Program Division managers and specialists in each of the 5 Head Start component areas with a comprehensive picture of the 43 home base learning centers operating between October 1978 and May 1979, with a total enrollment of 3,108 migrant children. Using data collected from the Head Start and center directors, the staff responsible for service delivery in each program component, and the parents, this Phase I report presents detailed, component-specific information on program activities, interactions between program staff and users, and special problems which arise in the areas of education, health, nutrition, social services, and parent involvement. Specifically, the report (1) describes the organizational structure and the administrative and support functions of the 6 grantees which run the 43 home base programs; (2) provides profiles of the service delivery systems operating at the home base sites--program design, staff characteristics, resource inputs and service outputs of each program component; (3) provides profiles of the children and families using home base programs--demographic characteristics, mobility, previous exposure to Head Start programs, use of other social service programs, contacts and interactions with current programs; and (4) develops measures of special needs of program users and program efforts to meet these needs.

Index codes 1 26 12 20 84

Riblin, Harry N.
For other entries by this author see Index of Co-authors.

1175 Ricca, Guy L.
Grant County Communicy Action Council, Inc. Moses Lake, Washington.
Headstart/Grant County Community Action Council Needs Assessment, 1978-79.
1980. HS200882

Included in this survey is a profile of each family member i
Information was gathered on age, sex, ethnicity, income, emp
etc. The program assessment, specifically Head Start, was t
through a county-wide canvassing effort.

Index codes 82 1 7

1176 Rice, James A.
Feasibility of Perceptual-Motor Training for Head Start Children--Empirical Test.
Perceptual and Motor Skills, 1972, 34(3):909.
HS200332

This article reports a study in which different scores on the Bender-Gestalt for four Head Start children given experience in visual-motor activities suggested improvement over performance of controls without such experience.

Index codes 1 13 21 82

1177 Rice, James A.
Head Start Screening: Effectiveness of a Teacher-Administered Battery.
Perceptual and Motor Skills, 1971, 32(2):675-578.
HS200333

This study examines the use of a battery of tests in screening Head Start children. A group of standardized tests designed to compare Head Start youngsters with age peers were assessed. Subjects were 133 Head Start children.

Index codes 1 12 82

1178 Rice, Robert R.
The Housing Environment as a Factor in Child Development. Final Report.
33p.
1966. ED014322

In Kansas City, Mo., 208 Negro five year olds were studied to examine the influence of housing upon child development and to compare the relative influence of housing on Head Start and non-Head Start children. Four groups of 52 children each included (1) Head Start, public housing, (2) Head Start, slum housing, (3) non-Head Start, public housing, (4) non-Head Start, slum housing. Instruments used were "mother interviews" and Caldwell's "The Preschool Inventory" which was a post-test. Three hypotheses were stated: (1) Head Start children from better housing (Group 1) will surpass the other groups in growth and development, (2) Non-Head Start children from slum housing (Group 4) will show least growth and development, and (3) Groups 2 and 3 will show the relative importance of housing versus an enrichment program in facilitating development. Results supported the three hypotheses, but some uncertainty remained because pre-testing had not occurred.

Index codes 1 16 17 26 81

1179 Rice, Robert R.
The Effects of Project Head Start and Differential Housing Environments Upon Child Development.
22p.
1967. ED113404

This study tests the influence of various combinations of housing environments with both the participation and nonparticipation of disadvantaged children in a special enrichment program. Three hypotheses are put forth: (1) children living in public housing will exhibit greater growth and development than children living in substandard housing; (2) children in Head Start programs will exhibit greater growth and development than control children; and (3) there will be no interaction effects. Two predictions derived from the hypotheses are made: (1) children living in better housing and participating in Head Start programs will exhibit greater growth and development than children in other groups, and (2) children living in substandard housing and not enrolled in Head Start programs will exhibit the least amount of growth and development. Only the second hypothesis was confirmed indicating Head Start's tremendous impact on the participating children. Three conclusions are drawn from this study: (1) Head Start, as compared with the housing environment, can produce more dramatic immediate results; (2) the significance of the housing environment as a factor in human growth and development remains inconclusive and needs further research for verification; and (3) the housing environment, rather than acting as a direct controlling influence, may simply provide the setting which encourages or inhibits the influence of other variables.

Index codes 1 17 83

1180 Richardson, Donna C.
The Ability to Recall and Identify the Basic Color Terms by Head Start and Kindergarten Students.
Dissertation Abstracts International, 1975, 36(8-A):5024.
HS200335

The purpose of this study was to determine if a relationship existed between recall and identification of basic color terms. The sample consisted of Head Start and non-Head Start four and five year olds.

Index codes 1 21 63

1181 Richmond, Julius.
Harvard University. Cambridge, Massachusetts.
A Decade of Head Start.
Unpublished Monograph, 1976.
HS200336

The purpose of this monograph is to present a progress report of Project Head Start to individuals who remain interested in the growth and development of the program.

Index codes 3 20 82

1182 Riley, Clara M. D.; Epps, Frances M. J.
Head Start in Action.
271p.
1967. ED030471

Records and observations from a Summer Head Start program, conducted in Los Angeles by Delta Sigma Theta, are delineated in this book. It relates firsthand experiences of the participating personnel as they developed and implemented a Head Start program for some 300 children. The book is divided into three sections. Section I, "Procedures," details the legal, physical, and personnel requisites for establishing the program. Section II, "Program," discusses the opening and operation of the Head Start sessions. Section III, "Promise," sets out the research results of the program and suggests a design for a followup study. The book presents an overview of what Head Start is and a detailed account of the setting up of the program, how the program worked in actual practice, and what promise Head Start programs offer for the future as indicated by the research data. A bibliography is included.

Index codes 3 20 12 81

1183 Riley, Mary Tom Mills.
The Effect of a Training Model for Head Start Teachers and Teacher Aides of Handicapped Children on Competency Attainment.
Dissertation Abstracts International, 1974, 35(4-A):2107.
HS200337

The purpose of the study was to determine the impact of a specific competency-based training model for Head Start teachers and teacher aides of handicapped children. Teacher performance on pre and post tests and a summary of participants' evaluation of the impact of the training are presented.

Index codes 1 12 83

1184 Rivlin, Alice, M.; Timpane, P. Michael.
Brookings Institution. Washington, D.C.
Planned Variation in Education.
1975. HS200338

This volume presents papers prepared for a conference held in April 1973 on the experience with programs in planned variation in education. Methods were the primary focus of the conference. Four chapters discuss Follow-Through and its evalution and model design problems. Three chapters deal with the Head Start Planned Variation program and its design, evaluation findings, and problems of implementing models. The last two chapters focus on the experience with both programs and attempt to draw lessons for the future.

Index codes 1 23 82

1185 Robinson, Halbert B.
A Summary of the Problem of Timing in Preschool Children.
Paper presented at the Social Science Research Council Conference on Preschool Education. University of Chicago.
1966. ED025559

Although it is widely accepted that early childhood is the optimal time to begin educational intervention, there does not seem to be an agreement on the specific kinds of interventions. For the disadvantaged child, however, it seems that intervention in infancy and early childhood is especially indicated. This literature review notes the problems concerned with the long-range goals of early childhood education, the stability of early learning and the problems of timing the educational interventions.

Index codes 81 3 12

1186 Robinson, R. E.
Asheville City Schools. Asheville, North Carolina.
First-Grade Reading Instruction.
47p.

ED010171

The major objective of this study was to test the hypotheses that there would be no significant differences in the change in reading achievement level of several varied groups of pupils. The measure of reading achievement was the metropolitan readiness test. The minimum acceptable confidence level was .05. Several conclusions were reached. First, when continuous progress program pupils who were taught by teachers who had formal training within the last 5 years were compared with pupils in the same program who were taught by teachers without formal training within the past 5 years, no significant differences appeared. Secondly, under this situation, Head Start Program pupils were able to compete equally with other first graders.

Index codes 1 22 12 83

1187 Robinson, Virginia.
A Comparison of Standard English Patterns Produced by Head Start Participants and comparable Children With No Head Start Experience.
Dissertation Abstracts International, 1972, 33(3-A):906.
HS200339

The study compared the use of oral language of very low SES Head Start children with that of a similar group of children with no preschool experience. The relationship of oral language usage to sex, ethnicity, and length of time in Head Start was analyzed.

Index codes 1 23 83

1188 Rocha, Ramon M.
Head Start: Does It Reduce the Use of Special Education Services in Grades 1-3.
9p.
1974. ED096012

The purpose of this study was: (1) to investigate the use of special education services in grades 1-3 by 48 children who had attended Head Start, (2) to investigate the use of special education services by a matched group of 48 children who were eligible for but had not attended Head Start, and (3) to compare the differences between the two groups in the use of special education services. It was hypothesized that there would be no differences between the two groups. The Iowa City School District provided four types of special education services: speech therapy, remedial reading, psychological services, and classes for the educable mentally retarded. Based on the data collected, children from the Head Start group used more special education services than children from the non-Head Start group. The one exception to this finding was related to use of classes for the educable mentally retarded. The data revealed that only one child of the 48 pairs had been placed in a class for the mentally retarded. Possible reasons for the results of this study are discussed.

Index codes 1 8 83

1189 Rocha, Ramon M.
A Follow-Up Study of 48 Children Who Attended Head Start and Their Use of Special Education Services in Grades One Through Three.
Dissertation Abstracts International, 1973, 34(6-A):3194.
HS200340

The study compares the use of special education services, including speech therapy, remedial reading, classes for the mentally retarded, and psychological services, in grades one through three by 48 children who attended head Start with the use of such services by 48 chidren who did not attend Head Start. The groups were matched on age, sex, years of school attendance, and reading and achievement scores.

Index codes 1 8 11 83

1190 Rockey, Randall.
Contrastive Analysis of the Language Structures of Three Ethnic Groups of Children Enrolled in Head Start Programs.
Dissertation Abstracts International, 1971, 31(12-A):6585.
HS100341

The purpose of this study is to investigate the syntactic and morphological similarities and variances found in the language of three ethnic groups of disadvantaged four year olds.

Index codes 1 23 25 83

1191 Rodgers, H.
Head Start: Where Are the Headlines Now?
Dissent, 1979, 26(2):234-236.
HS200697

In this article, the author discusses the lack of emphasis which has been placed on the successes of Head Start by the news media. He notes that the failures enumerated in the Westinghouse Study were quickly seized upon by the press. The author attributes the modest funding of Head Start to the lack of publicity given to Head Start gains.

Index codes 82 3 12

Rodman, Hyman.
For other entries by this author see Index of Co-authors.

1192 Roettger, Doris.
Effects of Early Intervention Programs.
16p.
1974. ED098526

A discussion of the rationale for early intervention programs, including the critical role of early experiences and the prevalence of language deprivation among children from lower socioeconomic groups, begins this paper. The distinguishing characteristics of three structured curriculum models for early intervention are reviewed: the structured cognitive approach, the structured environment approach, and the academic skills approach. Examples of experimental programs are described in relation to the curriculum models, and the goals and objectives of Project Head Start are described. Several programs with parental involvement are noted, and the effectiveness of these programs is reviewed. It is suggested that structured early intervention programs promote success during the early years of school, but a number of concerns regarding the objectives, instructional procedures, and evaluation are raised.

Index codes 82 3 12

Rosario, Jose.
For other entries by this author see Index of Co-authors.

1193 Rose, Angilee G.
Sex Role Preferences of Four-Year-Old Head Start Children and Concomitant Teacher Attitudes.
Dissertation Abstracts International, 1975, 36(12-A):7939.
HS200342

The purposes of this study were to determine the degree of sex role preference of Head Start boys and girls, the relationship between sex role preference and teacher rating of behavioral and personality deviancies and the attitudes of Head Start teachers on specific behavioral and personality characteristics of boys and girls.

Index codes 1 16 83

1194 Rosen, Pamela; Horne, Eleanor V.
Educational Testing Service. Princeton, New Jersey.
Language Development Tests: An Annotated Bibliography.
14p.
1971. ED056082

Brief annotations of currently available language development measures appropriate for use with preschool children as well as with lower elementary grade children (grades 1 through 3) are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Index codes 2 23 83

1195 Rosen, Pamela; Horne, Eleanor V.
Educational Testing Service, Princeton, New Jersey.
Tests for Spanish-Speaking Children: An Annotated Bibliography.
14p.
1971. ED056084

Brief annotations of currently available instruments appropriate for use with Spanish-speaking children are presented. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are given. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the tests which indicates the ages for which each is considered suitable is also included.

Index codes 2 25 21 81

1196 Ross, Alan O.; et al.
State University of New York. Stony Brook, New York.
Increasing Verbal Communication Skills in Culturally Disadvantaged Pre-School in Children. Final Report.
51p.
1969. ED044186

After taking base rate measures of verbal behavior, using a specially devised Story Telling Test and selected sub-tests from the Illinois Test of Psycholinguistic Abilities, 34 children with a mean age of 4-4, attending a year-round Head Start program, were assigned to matched experimental and control groups. The children in the experimental group participated in daily half-hour group sessions for a period of seven weeks during which they were given systematic language training, based on reinforcement principles. The children in the control group continued to participate in the regular Head Start program. Upon conclusion of the training period, all children were re-tested, with the measures used in the pre-test. Significant improvements in scores on the part of the experimental group were found for decrease-in-verb-omission on the Story Telling Test and for the vocal-encoding sub-test of the ITPA. Pronounced sex differences were apparent. Girls in both groups showed improvement for decrease-in-verb omission and for vocal-encoding. Among the boys, only those in the experimental group improved; those in the control group showed some decrease in scores. Discussion of results suggests the possibility of a cross-sex effect.

Index codes 1 23 83

1197 Ross, Robert F.
Pupil Development Survey of Project Head Start Participants.
Education, 1972, 92(4):99-107.
HS200343

To assess the effect of the Head Start program on the children participating in the program and to determine appropriate follow-up procedures for improving the program and the usefulness of future assessments, the Highline School District, Seattle, Washington, conducted a survey of Head Start graduates, siblings of Head Start graduates, and all students for every class at each elementary school and grade level that contained a Head Start graduate or sibling. Teachers used a District-developed instrument to rate pupils on intellectual, social, emotional, physical, and motor development and language arts and arithmetic skills. Results indicate that participation in the Head Start program had a favorable effect on the program participants, particularly in general intellectual development and social, emotional, physical, and motor development, where the level of development nearly matches the average level of all children in the school district. The effect is less pronounced in language arts and arithmetic skills. Head Start graduates are more like "average" District students than the siblings of Head Start graduates in their level and quality of development. The gains achieved in child development in the Head Start program are not lost during the child's subsequent schooling. Recommendations for other school districts to adopt this pupil development survey and to expand its use are made. Other assessment strategies are suggested.

Index codes 1 11 5 21 16 82

1198 Rossi, Peter H., ed.; Williams, Walter, ed.
Evaluating Social Programs: Theory, Practice, and Politics.
Quantitative Studies in Social Relations Series.
341p.
1972. ED080625

This book addresses itself to three questions which are crucial to effective social action and hence to the lives of those whom social programs are designed to improve: (1) why has so little high-quality evaluative research b en done? (2) what problems are involved in developing more evaluative research and using its results in policy making? and, (3) what should government and social scientists do to foster soundly conceived and executed evaluative research? The essays in the book are held to throw new light on each of these questions, but special attention is devoted to the first: that is, the conceptual, methodological, bureaucratic, political, and organizational factors that hinder sound evaluation. The essays deal not only with the complexities associated with each factor, but also with the many ways in which the factors become intertwined in practices. The book, however, does more than simply state problems; it could be described as a compendium of methods for assessing social programs. Among the topics dealt with are: testing for success and failure in social action; behavioral sciences impact-effectiveness model; issues in income maintenance experimentation; controlled field experiments as a model for evaluation; methodology of evaluating social action programs; evaluation in practice--compensatory education; evaluating Federal Manpower Programs; politics of evaluation--the case of Head Start; and, observations of the organization of social research.

Index codes 2 6 81

Royce, Jacqueline M.
Royster, Eugene C.
Rude, Stanley H.
Rudolph, Jeffrey A.
For other entries by these authors see Index of Co-authors.

1199 Rusk, Bruce A.
Canton Public Schools, Ohio. Illinois University. Urbana, Illinois.
An Evaluation of a Six-Week Headstart Program Using an Academically Oriented Curriculum: Canton, 1967.
49p.
1968. ED026114

A study was conducted to see if children in a 6-week Head Start program in Canton, Ohio, would make greater cognitive gains in an academically structured curriculum than in a less structured one. With the exception of the educational program, all other aspects of the traditional Head Start program remained the same for all children. Inservice training programs for teachers and aides were conducted and parent-teacher meetings were encouraged. Fifteen children in each of eight Bereiter-Engelmann program centers and 15 in each of eight control centers were pretested and posttested on the Caldwell Preschool Inventory and the Engelmann Concept Inventory. Results of statistical analysis of the data by matched pairs showed that, over a short term, children in the structured curriculum made greater gains than those in the unstructured program. A followup study was not attempted so that it was not learned whether gains would be sustained after a year or more in school. Other study findings suggest that elementary school teachers, rather than those trained for kindergarten, most easily adapt to structured preschool programs and that neighborhood women may profitably be recruited and trained to be teacher aides. Further investigation into the nature of the optimal type of Head Start curriculum is urged.

Index codes 1 12 13 21 83

1200 Ryan, Sally, ed.
Office of Child Development (DHEW). Washington, D.C.
A Report on Longitudinal Evaluations of Preschool Programs. Volume I: Longitudinal Evaluations.
144p.
1974. ED093500

This document reviews the findings of relatively small, controlled, long-term evaluations of preschool programs in various parts of the country. It is an attempt to clarify unresolved issues arising from the Westinghouse Learning Corporation Report on the impact of Project Head Start. Generally, this review focuses on the following question: What is known about the impact of any type of preschool intervention program? The report includes chapters on (1) Head Start graduates in school (studies from New Haven, Connecticut), (2) impact of early education on disadvantaged children (based on a Philadelphia study), (3) a five-year enrichment curriculum ranging from preschool to third grade levels (New York City, IDS Program), (4) the Early Training Project, (5) effects of economic deprivation on nursery school performance (study at Howard University), (6) The Karnes' Preschool Program (University of Illinois, Urbana-Champaign), (7) The Learning to Learn Program, and (8) The Ypsilanti Perry Preschool Project. It is concluded that early intervention does have an immediate impact (within one year) on the child's performance when measured by the Stanford-Binet, or personal-social adjustment ratings. On a long term basis, positive impact of intervention programs on school performance has been reported. Variables such as age, sex, and socio-economic status may affect the quality of intervention impact.

Index codes 1 11 16 21 83

Sagan, Edgar L.
For other entries by this author see Index of Co-authors.

1201 Salzer, Richard T.
National Association of State Boards of Education. Denver, Colorado.
Care and Education of the Young Child.
19p.
1972. ED071758

Early childhood education is the topic of this chapter from "Six Crucial Issues in Education." The Foreword and Introduction to the book are provided. The following areas are discussed in this chapter: (1) Research--Bloom, Hunt's "Intelligence and Experience," Piaget; (2) Head Start and Other Compensatory Programs; (3) Public Attention to Education; (4) Day-Care Services--current controversy, rationale; (5) Infants and Parents--research on parents as teachers, projects to improve parents' teaching skills, Parent Child Centers; (6) Developmental Nursery Schools--what happens in nursery school, the Montessori schools; (7) Follow-Through Models; (8) Teaching School-Related Skills--academically oriented approach, behavioral analysis model; (9) Changing the School--Educational Development Center approach, Responsive Environment and Tucson Early Education Follow Through models; (10) Fostering Normal Development--Bank Street approach, cognitively oriented program; and (11) Planning Considerations--Increased Options, Parent Involvement, Quality Control, Staff Preparation (education), Administrative Responsibility, Value Judgements. A bibliography and list of additional sources are provided.

Index codes 3 21 18 15 10 13 83

1202 Samuels, Douglas Dennis.
Michigan State University.
A Study of the Relationship Between Maternal Anxiety and Self-Esteem of Head Start Children.
Dissertation Abstracts International, 1976, 37(12):Section B, 6349.
HS200590

The relationship between a mother's anxiety level and the self-esteem of her Head Start child was examined in this study. A group of 72 black, white, and Mexican-American mothers and children composed the sample. Instruments included the Manifest Anxiety Scale, the Purdue Self-Concept Scale for preschool children (PSCS), and Coopersmith's Behavior Rating Form (BRF). It was found that: 1) mothers' anxiety levels and PSCS scores were not related; 2) a negative relationship occurred between anxiety levels and BRF scores; 3) no ethnic group differences occurred, nor were there sex differences observed in children's self-esteem; 4) the two measures of self-esteem (PSCS and BRF) did not significantly correlate with each other; 5) mothers' educational levels were positively related to PSCS scores but not to BRF scores; and 6) there were no significant differences among white, black, and Mexican-American mothers in anxiety level.

Index codes 1 15 16 81

1203 Samuelson, Sheila.
Factors Related to Successful Mental Health Consultation with Head Start Teachers.
Dissertation Abstracts International, 1976, 37(7-B):3629.
HS200344

This study was designed to determine how the viewpoints of Head Start teachers and mental health consultants differ in regard to satisfaction with consultation services. In addition an attempt was made to ascertain those factors which are most closely related to success in consultation.

Index codes 1 12 83

1204 Sanders, Frank.
A Study of the Impact of the Chattanooga Public Schools Head Start Follow-Through Program, 1967-1970.
Dissertation Abstracts International, 1971, 32(1-A):142.
HS200345

This report is an assessment of a Follow Through program. It breaks down the sample into four groups ranging in length of experience. One group includes children with Head Start experience. Pre- an post-scores were taken on the Metropolitan Readiness Test and the California Achievement Test battery.

Index codes 1 10 21 83

1205 Sanford, Anne R.; et al.
Chapel Hill Training-Outreach Project. Chapel Hill, North Carolina.
The 1976 Chapel Hill Study of Services to the Handicapped in Region IV Head Start.
145p.
1976. ED131655

Presented are the findings of the 1976 Chapel Hill Study of the Region IV status of services to Head Start handicapped children. Brief introductory sections cover the roles of various Region IV network components in the provision of comprehensive services and the design of the data collection system to investigate the fulfillment of such goals as increased recruitment of handicapped and continued development of the regional network of training. Reported are statistics pertaining to 1976-76 regional goals in the following areas (sample findings are in parentheses): services to handicapped children (there was a 43% increase in enrollment from 1975 to 1976); recruitment (the three most effective recruitment strategies proved to be a door-to-door campaign, newspapers, and radio); screening (there was an increase in the mean number of children screened per agency); professional diagnosis (there was a problem in getting professional diagnosis due primarily to lack of finances); training of personnel (screening and assessment was ranked as top priority for training); collaboration with local and state agencies (there was an increase in resource utlization for training and consultation); and integration of Head Start components (such problems as poor communication and personnel turnover hindered integration of components). In conclusion, six goals for the future are outlined and include the identification, development, and dissemination of materials and multi-media packages.

Index codes 1 8 20 81

1206 Scarr, Sandra.
Needed: A Complete Head Start.
Elementary School Journal, 1969, 69(5):236-241.
HS100346

This is a discussion of the needs of culturally deprived children. Included are descriptions of biological deprivations associated with poor children, as well as descriptions of social deprivations.

Index codes 3 17 82

Schachter, Frances.
For other entries by this author see Index of Co-authors.

1207 Schaie, K. Warner.
West Virginia University. Morgantown, West Virginia.
The 1965 Head Start Psychological Screening Program. Final Report on the Data Analysis.
70p.
1967. ED014333

The screening program had two purposes. (1) It was to be used to detect children with unusually severe emotional problems and children who, because of their suspected retardation in intellectual development, might need special education facilities. The data found were to be used to implement early detection and remedial programs. (2) It was to provide some measures of cognitive and personality changes which might be attributed to the effect of the enrichment procedures used as part of the 1965 Head Start program. The chosen tests were limited to those which could be scored objectively, were simple to administer, and were scored, tabulated, analyzed, and interpreted by some automated means, because few examiners had previous experience in administering psychological tests. Examinations were conducted in approximately 1,300 Head Start classes. Seven to eight weeks later, all tests were repeated with approximately one-third of the children. The Culture Fair Intelligence Test indicates an average IQ of 104.9 for the whole State of West Virginia. Head Start children at age six seemed to be at an average intellectual level which was not significantly below their middle-class peers. The Color Pyramid Test suggests high incidence in the Head Start group of suspected autistic thinking, depression and asocial behavior, current emotional disturbance, emotional retardation, and extreme acting-out behavior. Assessment of change produced by the 1965 Head Start Program is relatively inconclusive.

Index codes 1 5 8 16 24 83

1208 Schalock, H. Del.
Teacher Intervention and Teacher Education: A New Model for an Old Problem.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100818

This presentation outlines a model of a teacher education program that is designed to insure that teachers are able to bring about desired outcomes in pupils within the educational contexts in which they teach. The ComField (competency based, field centered) model teacher education program derives from the assumption that prospective teachers should be able to demonstrate prior to certification the functions that they are expected to be able to perform after certification. Schematic diagrams illustrate the adaptive process of the model and the ComField management system.

Index codes 82 3 12

1209 Scheinfeld, Daniel R.
On Developing Developmental Families.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100821

Strategies are suggested for helping the lower-class family restructure its environment and its relationship to the environment. The proposition presented is that parents cannot construe the child's relationship to the world in ways that are fundamentally different from the way they construe their own relationship to the world. Hence, to change child-rearing practices effectively, one must change the parents' own experience in the world. A study is reviewed of 45 black families living in a lower-income black neighborhood in Chicago. This study was designed to determine differences in family milieu which would account for the fact that children of some families did well in school whereas those of others performed poorly. Attention was focused on the conceptual frameworks underlying child-rearing. Parents' adaptive strategies and children's competence-gaining activity were defined. A model consisting of seven criteria is presented to help disadvantaged families and their children's development. A three phase family project which employs these seven principles is described. Emphasis is placed on parents becoming actively and effectively engaged with the environment by taking part in the generation of the structural changes necessary for changes in child-rearing.

Index codes 82 1 7 15

1210 Scherl, Donald J.; Macht, Lee B.
An Examination of the Relevance for Mental Health of Selected Anti-Poverty Programs for Children and Youth.
Community Mental Health Journal, 1972 8(1):8-16.
HS200348

This paper reviews selected programs developed for poor children in order to examine their potential significance with respect to psychiatry and mental health. It conceptualizes the mannner in which such programmatic interventions foster psychological growth and reach children who have been unreachable by more conventional mental health techniques. The paper develops a point of view which sees large-scale programs (e.g., Head Start) as phase-specific interventions having significant mental health relevance.

Index codes 1 5 82

Schiller, Jeffry.
Schneider, Richard.
Schnelle, Barbara E.
For other entries by these authors see Index of Co-authors.

1211 Schwartz, Frank A.
A Comparison of Preschool Inventory Scores Achieved by a Local and a National Sample of Head Start Children.
7p.
1981. HS200917

The findings of a developmental screening program at a local Head Start program are presented. The Preschool Inventory (Caldwell, 1970) was the screening device used. Results attested to the criterion validity of this instrument as a screening device for the early identification of delays in "readiness." Scores of the local sample were significantly higher than those of the national standardization sample. A number of hypotheses are considered to explain this result, including the factor of socio-economic mix in the community from which the local Head Start sample was drawn.

Index codes 2 21 82

Schwartz, Julia B.
For other entries by this author see Index of Co-authors.

1212 Scott, Ralph.
Home Start: Follow-Up Assessment of a Family-Centered Preschool Enrichment Program.
Psychology in the Schools, 1974, 11(2):147-149.
HS200349

This follow up assessment of a Home Start program reevaluates 44 pairs of subjects and their older siblings on the Primary Mental Abilities Test, approximately 19 months after the Home Start program was completed.

Index codes 1 9 24 82

1213 Scott, Ralph.
Home Start Family-Centered Preschool Enrichment for Black and White Children.
Psychology in the Schools, 1973, 10(2):140-146.
HS200350

This paper presents some results of a Home Start program that was designed as a total milieu effort to shape the interaction of children, families and community into a sequence of experiences conducive to physical, social, emotional and cognitive growth.

Index codes 1 7 9 6 82

1214 Scott, Ralph.
Research and Early Childhood: Home Start Project.
Child Welfare, 1974, 53(2):112-119. ED082807
HS200351

This is a report of an experiment in early intervention to promote learning in deprived children. The discussion involves: (1) parental involvement in Home Start; (2) process of identifying vulnerable families and referral to community agencies; and (3) longitudinal statistics collected 19 months after completion of program.

Index codes 1 9 12 15 82

1215 Scott, Ralph.
Home Start: Third-Grade Follow-Up Assessment of a Family-Centered Preschool Enrichment Program.
Psychology in the Schools, 1976, 13(4):435-438.
HS200352

This study compared third grade achievement tests scores of participants in Vertical Home Start a preschool individualized program for children from 2 to 5 years of age, with comparable scores of their older and nonprogram siblings.

Index codes 1 9 11 21 82

1216 Scott, Ralph.
Home Start: How A Home-Based Preschool Program Raised Black Achievements.
Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978). 10p.
1978. ED162760

This presentation discusses longitudinal results of a home-based program for low SES black and white children whose parents received weekly visits designed to chart children's individualized enrichment when they were from 2 to 5 years of age. The program drew upon school and community resource personnel when appropriate, to provide parents with help on medical and nutritional questions. Approximately one-third of all participating children were identified as having physical, social or emotional needs requiring referrals to at least one community agency. For subjects without physical, social or emotional problems, attention centered on intellectual development. Individualized enrichment was built around an integration of each child's interests and results of periodic diagnostic evaluations obtained through an achievement oriented preschool test. Third grade achievement test scores on the "Iowa Test of Basic Skills" found participating black children outperforming their older and non-Home Start siblings by significantly high scores on 11 of the "ITBS: subtest measures; no significant differences were obtained with participating white children and their non-program siblings. Results indicate that, especially for black children, home-based preschool enrichment may more effectively promote growth in math and basic skill areas related to Cattell's crystallized intelligence, with more limited enrichment effects in language-linked subject areas such as vocabulary and reading.

Index codes 1 9 11 21 81

1217 Scruggs, Allie W.
The Effect of the Fall River and Lowell Head Start Programs on Behavioral Characteristis Associated With Lower Socioeconomic Class Preschool Children.
Dissertation Abstracts International, 1971, 32(4-A):1949.
HS200353

This dissertation evaluates the effectiveness of two Head Start programs in order to study their influence on certain behavioral characteristics that are common to members of the lower socio-economic class. The subjects were 42 children tested in three areas: cognitive, affective, and physical.

Index codes 1 5 16 19 21 83

1218 Seefeldt, Carol.
Teacher Training Experience, and Education in Relation to Head Start Pupil Achievement.
Dissertation Abstracts International, 1972, 32(11-A):6277.
HS200354

The study examined the relationship between the number of years of formal education, the years of previous teaching experience, and the achievement of Head Start in one county in Florida. The effectiveness of teacher participation in early childhood in-service training programs as reflected in pupil achievement was examined.

Index codes 1 12 83

1219 Seefeldt, Carol.
Who Should Teach Young Children?
Journal of Teacher Education, Winter 1973, 24:308-311.
HS200355

In an attempt to determine who should teach young children the author examined the effectiveness of Head Start teachers possessing differing degrees of formal education, prior teaching experience and completion of specific early childhood training programs.

Index codes 1 12 82

1220 Seham, Max.
Poverty, Illness, and the Negro Child.
Pediatrics, 1970, 46(2):305-311.
HS200347

This is a discussion of the health problems of the poor and Project Head Start's role in alleviating some of them.

Index codes 1 5 17 82

Seide, L.
For other entries by this author see Index of Co-authors.

1221 Seidel, H. E., Jr.; et al.
Evaluation of a Program for Project Head Start.
Journal of Genetic Psychology, 1967, 110(2):185-197.
HS100655

A stratified random sample of 115 Head Start children selected from a total enrollment of 1114 children was tested during the 1st and 8th week of the program in the summer of 1965. The Teacher Appraisal Inventory, devised by the authors, and the Lee Clark Reading Readiness Test showed significant differences at the .01 level between the 2 test administrations in 2 localities. The Chicago Non-Verbal Test and the Raven Progressive Coloured Matrices tended toward significance. The program as administered appeared to achieve its purpose. It is possible, however, that too much emphasis might have been placed on the specific training of reading readiness.

Index codes 1 22 21 81

1222 Seitz, Elaine.
The Relationship Between Cognitive Abilities and Impulse Control in Project Head Start Children.
Dissertation Abstracts International, 1972, 32(10-B):6061.
HS200357

The study tests whether the capacity for impulse control is related to analytical approach in perception and in other aspects of intellectual functioning. The subjects are tested in three kinds of situations and behavior is analyzed for common underlying factors. The subjects are 47 children from a Head Start program.

Index codes 1 16 21 83

1223 Seitz, Victoria; Abelson, Willa D.
Effects of Place and Testing on Peabody Picture Vocabulary Test Scores of Disadvantaged Head Start and Non-Head Start Children.
Child Development, 1975, 46(2):481-486.
HS200[illegible]58

This article reports the significance of the overall testing environment as a factor influencing the test performance of disadvantaged children who had not attended a Head Start program.

Index codes 2 21 82

1224 Seitz, Victoria; et al.
Yale University. New Haven, Connecticut.
Long-Term Effects of Intervention: A Longitudinal Investigation.
67p.
1976. ED130789

This longitudinal study examined two groups of children, boys in one sample and girls in another, to assess whether programs such as Head Start and Follow Through produce lasting measureable effects. Low-income children were examined separately from middle-income children and, within the low-income sample, a separate analysis was made for low-income black children (who comprise the largest single group in the final longitudinal sample). Effects of an extensive intervention program were seen upon the children's academic performance in mathematics, general information scores, and Peabody Picture Vocabulary Test IQ Scores. Retesting, four to five years following completion of the intervention, showed these children still performing higher than nonintervention children. Reasons for sex differences are discussed; results from interviews with the children and analyses of their school attendance and grades are presented.

Index codes 1 10 11 21 82

Seitz, Victoria.
Sella, Adina.
Sharp, Lawrence J.
Shays, Susan.
For other entries by these authors see Index of Co-authors.

1225 Sheldon, Bernice S.
Head Start in Alaska.
Young Children, 1969, 24(6):329-333.
HS100360

This article describes Head Start in Alaska, including some examples from specific programs.

Index codes 1 20 82

Shelly, Mel.
Shen, Michael.
For other entries by these authors see Index of Co-authors.

1226 Sherman, Ann; Payne James S.
Is Head Start Dying?
Training School Bulletin, 1971, 68(2):113-120.
HS200361

In this article the problems faced by Head Start in the 70's are explained and analyzed. An analysis and overview is given of its extensions of Follow Through and Parent and Child Centers, of the Westinghouse Report, of the ETS-Head Start Longitudinal Study, and of experimental studies and projects on Head Start children.

Index codes 3 10 20 82

1227 Sherman, Lorraine.
Relationships Between Categories of Organizational Structure and Dimensions of Organizational Climate in Head Start Child Development Centers.
Dissertation Abstracts International, 1975, 36(6-A):3314.
HS200362

The specific purposes of this study are: (1) to identify and measure the organizational climatic dimensions of the Head Start centers in the Mid-Atlantic region; (2) to identify and measure the organizational structural categories of the centers; (3) to test for relationships among the various dimensions of climate and categories of structure; and (4) to analyze the data, make conclusions and recommendations.

Index codes 1 12 83

1228 Sherwood, Jeanne A.
A Comparative Study of Cognitive and Affective Strengths of Children With Kindergarten, Head Start, or No Formal Preschool Experiences in Lafayette County, Mississippi, as the Basis for A Modified First-Grade Reading Program.
Dissertation Abstracts International, 1980, 40(11-A):5720.
HS200629

The purpose of the study was twofold: (1) to determine whether there were significant differences in readiness skills among children entering first grade that were related to their sex, race, and preschool experiences, and (2) if such differences did exist, to design a model for modified reading instruction based on the pupils' cognitive and affective strengths. Analyses of variance and Scheffe post hoc comparisons indicated that: (a) Kindergarten children performed significantly higher than the other two groups on four variables: visual, auditory, language, and total score. In reading and motivation, the mean score of kindergarten children was significantly higher than that of the Head Start children. However, kindergarten pupils did not significantly exceed the mean score of children without formal preschool experience. There was no significant difference between the mean scores in reading and motivation of Head Start children and children with no formal preschool experience. Only on the self-concept variable were there no significant differences among all three groups of children. (b) White females scored significantly higher than the black children (at the .05 level) on three cognitive measures: auditory, language, and total score. White females were not significantly higher than white males on any cognitive variables. They also did not score significantly higher than black males on the visual variable. Black males were significantly lower in motivation than the other three groups. (c) There were no significant differences by race and sex on two variables: reading and self-concept.

Index codes 81 1 21 16

1229 Shipman, Virginia C.
Chicago Univ. Ill. Head Start Evaluation and Research Center.
Head Start Evaluation and Research Center, The University of Chicago. Report E, Comparative Use of Alternative Modes for Assessing Cognitive Development in Bilingual or Non-English Speaking Children.
1 p.
1967. ED022554

In order to assess the feasibility of alternative methods for determining the cognitive development of bilingual or non-English speaking children from a disparate cultural background, 28 Seminole Indian children from two Head Start centers were administered a series of intelligence tests, some based on verbal ability, some not. The tests used wee (1) the Ravens colored matrices, (2) three Piagetian measures designed to assess the child's stage of concrete operations, (3) two measures of classificatory behavior (class inclusion and object sorting), and (4) the Stanford-Binet. The Ravens test purports to assess a person's present capacity for intellectual activity and has a minimum of verbal requirements. This test showed the least deficit for the Indian children and was a good predictor of the child's functioning on other tasks. The Stanford-Binet showed the children to be very deficient in intellectual ability. The children did poorly on the Piagetian measures, considerably below normative levels. On the sorting tasks, the Indian children scored below urban Negro children who had taken the same test. An appendix containing task descriptions follows this report (WD).

Index codes 1 21 25 81

1230 Shipman, Virginia C.
Disadvantaged Children and their First School Experiences, ETS-Head Start Longitudinal Study.
In: Stanley, Julian C., ed. Compensatory Education for Children Ages Two to Eight: Recent Studies of Educational Intervention. Baltimore:John Hopkins. 145-175
1973. HS200742

This report describes what may be the most complex study undertaken by the Head Start Research Office. It is a summary statement intended to : (1) raise some basic questions about the nature of education, human learning, and research; (2) explain the potential value of the study in terms of its design; (3) describe the type of information being collected--and how it is being collected; (4) describe the children, families and communities involved in the study, and (5) discuss some preliminary findings and their implications.

Index codes 1 11 21 16 13 82

Shipman, Virginia C.
For other entries by this author see Index of Co-authors.

1231 Shure, Myrna B.
Problem-Solving Thinking Among Adjusted, Impulsive and Inhibited Head Start Children.
Paper presented at the meetings of the Eastern Psychological Association, Washington, D.C., 1973.
HS200365

This study is the third in a series of investigations to discover the make up of real-life problem-solving skills in four-year-old disadvantaged children with an emphasis on whether measurement of such skills can predict classroom behavior at differing levels of adjustment. Subjects were drawn from 20 Head Start classrooms.

Index codes 1 16 19 21 82

1232 Shure, Myrna B.; Spivack, George.
Hahnemann Medical College and Hospital. Philadelphia, Pennsylvania.
A Preventive Mental Health Program for Four-Year-Old Head Start Children.
1973. ED076230

Based on background research showing that both impulsive and inhibited children are deficient to better-adjusted classmates in ability to conceptualize alternative solutions to real-life problems and potential consequences to a given act, a study was conducted to aid the child in thinking for himself of ways to solve his own interpersonal problems and in implementing his decisions in behavior. Teaching focused on certain specific elements of language and cognition needed to solve problems and on ways to use these skills in solving real interpersonal problems. Ss were 113 black children, equally balanced for sex and IQ. Sequenced games and dialogues were used to teach three levels of language and thinking related to behavioral adjustment. Findings suggest that: (1) while all training youngsters gained in their ability to conceptualize both solutions and consequences, aberrant children who needed the program the most benefitted the most; and (2) training was equally beneficial to children initially displaying either impulsive or overly inhibited behaviors. The finding considered most important is the direct link established between change in the trained problem-solving thinking skills and improvements in behavioral adjustment.

Index codes 1 21 16 19 26 83

1233 Siedman, Eileen.
Day Care and Child Development Council of America, Inc.
Washington, D.C.
Day Care in Vermont: An Evaluation of the Vermont Model FAP Child Care Service System.
447p.
1972. ED082811

This book presents an extensive examination of the organization and operation of the Vermont model day care delivery system which was designed in the context of the proposed Family Assistance Plan (FAP). The model tested the ability of Federal and State employees to work together and share resources in designing a new approach to welfare reform. The planning processes of the day care system are discussed in four major categories: (1) organization and management, (2) day care services, (3) money, and (4) evaluation. Each category contains a description of what was expected by the funding agencies and what was achieved during the planning period. The operating system which was to serve as a blueprint for the delivery of the statewide FAP day care services is discussed in terms of: (1) a critique, (2) people, (3) money, (4) controls, (5) community coordinated child care (4-C), (6) supportive resources, (7) information, and (8) decisions. A glossary, an acronyms list, and appendices are included.

Index codes 83 1 12 18

1234 Sigel, Irving E.
Analysis of Teacher Role in Educational Intervention Programs.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100819

The theme of this paper is that the success of educational intervention programs ultimately depends on teachers' acceptance, commitment, and skill in carrying out programs. The role of teachers as planners, practitioners, and evaluators is defined, and their role as agents of change and their attitudes toward change are discussed. This paper attempts to derive a hypothetical and analytic model which could simulate analysis of the role of the teacher in terms of educational intervention programs, program development, and educational research.

Index codes 82 2 12

Siegel, Irving E.
Signatur, Diane.
For other entries by these authors see Index of Co-authors.

1235 Silverman, Albert.
An Evaluation of the Outcomes of a Social Service and a Parent Participation Program as Mandated by Head Start.
Dissertation Abstracts International, 1976, 37(5-A):3188.
HS200366

The purpose of this study was to evaluate the effectiveness of the social service and parent participation programs mandated by Head Start. The main focus of the social service model was the family as a whole. The experimental group consisted of 28 families participating in Head Start between April 1973 and June 1974.

Index codes 1 7 15 83

Sims, Robert.
For other entries by this author see Index of Co-authors.

1236 Sipes, William H., Jr.
A Study of the Relationship Between Selected Variables and Attitudes of Head Start Personnel in Iowa.
Dissertation Abstracts International, 1969, 28(9-A).
HS100367

The study examined the attitude of Head Start staff members toward the financially disadvantaged. The purposes of the study were: (1) to provide data for the formulation of a more knowledgeable basis for recruiting and selecting personnel for educational programs specifically designed for disadvantaged children; an (2) to provide data with implications for use in formulating sound training programs. Attitudes of the Iowa Head Start program staff (Summer '65) were examined to determine: (1) the relationships between attitudes and selected demographic characteristics (age, sex, level of education, position, income, etc.); (2) if workers view the disadvantaged child as being "different" from most children of the same age; and (3) changes between first and second administration of the attitude scale.

Index codes 1 12 83

1237 Skinner, John H.; Perez-Daple, Roy.
Office of Child Development (DHEW). Washington, D.C.
Feasibility Study on the Parent as Educator Concept.
42p.
1976. HS200475

The design and testing of an instrument to isolate the effects of Head Start on parents as educators of their children is described. The instrument was found to differentiate between Head Start program options by selected variables. Results were tentative because the instrument was only used as a post-test. Chapters cover characteristics of the sample, description of measures and measures of their parents' perception of their contribution to their children's education.

Index codes 2 15 82 7

1238 Sklerov, Audrey J.
The Effect of Preschool Experience on the Cognitive Style of Reflectivity-Implusivity of Disadvantaged Children.
Graduate Research in Education and Related Disciplines, Spring 1974:77-91.
HS200769

Hypotheses that children who have participated in Head Start will be more reflective and accurate in decisionmaking are tested. Performance on the Matching Familiar Figures Test (MFF) supported both hypotheses. More dramatic effects were observed in reflection time than on accuracy. Literature which makes a correlation between decisionmaking time and success in school is cited.

Index codes 82 1 21

1239 Slaughter, Diana T.
Historical Perspectives on Project Head Start.
22p.
1980. ED198916

Historical changes in the emphasis and focus of Project Head Start from 1965 to the present are briefly reviewed in this paper. Head Start was conceived of as primary prevention designed to enable children from lower income families to obtain educational prerequisites to formal schooling. The early years of the project were also characterized by idiosyncratic implementation and monitoring, an emphasis on the whole child, parent involvement, and uncertain outcomes. In the middle years, Head Start became the nation's laboratory for innovations in curriculum and evaluation in the areas of early learning and development. The project contributed to increased interest in the study of childhood development in the family, and emphasis on the use of observational methods. More recently, Head Start has given more attention to bilingual and bicultural models, and the impact of programs upon children's self-concepts and parental esteem. As yet, however, no profile of early learning and development in the families of prospective Head Start children has been made. In this regard, the future of Head Start lies in how well it can divulge what it has learned and is learning about how children and families positively cope with environmental stress and how the families provide a basis for positive early cognitive and social development.

Index codes 3 12 7 81

Sloan, Kathy.
Smith, Allen G.
For other entries by these authors see Index of Co-authors.

1240 Smith, Alice.
A Study of Third-Grade Academic Achievement Differences between Disadvantaged Students With Head Start Experiences and No Head Start Experiences.
113p.
1976. ED147810

This study examined differences between the academic achievement of third-grade students who had had Head Start experiences prior to entering public schools and the achievement of similar students who had not had Head Start experiences. Seven third-grade classes enrolled in public schools, as well as in a Follow Through program, participated in the study. Results from a standardized achievement test indicated that, in general, there is no significant difference in the academic achievement of the two groups of students, in the third grade or in either of the two preceding years. Analyses are reported for subgroups based on the race and sex of the students, as well as for the total group.

Index codes 1 10 21 81

1241 Smith, Barbara Lester.
Wayne State University.
An Investigation of A Parent Intervention Model on Changing Attitudes of Head Start Mothers.
Dissertation Abstracts International, 1980, 41(10):Section A, 4278.
HS200852

This study measured parent attitude change related to child rearing and locus of control brought about by a discussion treatment program. A focused parent education curriculum was used as a discussion guide. The control group attended parent education meetings having a lecture or film as the format from October through February. The experimental group of parents from a different center attended twelve group discussion meetings over the same period of time. Two attitudes were measured by separate attitude scales, all developed and used in well-known parent education studies. Four variables related to child rearing attitudes were measured by the Parent Attitude Research Instrument (PARI), modified by Glasser and Radin (1965). The Social Reaction Inventory (SRI) by Rotter (1966), measured internal locus of control, which was the fifth variable. Analysis of the data used the MIDAS Statistical Package and others available at Wayne State University. Hotelling's T-Square analysis did not find significant differences between the experimental and control groups. The null hypothesis stated that it would not be possible to distinguish between the experimental and control group based on scores of the various dependent variables. Therefore, the null hypothesis could not be rejected. No significant differences were found between the control group and the experimental group on their gain scores, but after the treatment, observed behaviors of the experimental group parents indicated that they were feeling much more able to control their environments and intervene for themselves and their children.

Index codes 1 7 15 81

1242 Smith, Clare Coe; et al.
Warren City Schools. Warren, Ohio.
Head Start Curriculum Guide.
63p.
1971. ED069362

One of a series of guides for preschool teachers and aides, the book offers a Head Start curriculum guide to help achieve goals regarding social behavior, general attitudes, academic skills, health, and parent development. Information on curriculum is divided into areas of bloc time outline, classroom arrangement, building concepts (such as classification, number and space, seriation, language, and references), and arts and crafts. Equipment and materials and field trips are also outlined. Additional chapters are included on health services, supportive services, parent involvement, role and function of the educational aide, records, program evaluation, inter-staff relations, and volunteers.

Index codes 81

Smith, Jack L.
For other entries by this author see Index of Co-authors.

1243 Smith, Marshall; Bissell, Joan S.
Report Analysis: The Impact of Head Start.
Harvard Educational Review, 1970, 40(1):51-104.
HS200368

The authors present a history of Head Start and of the Westinghouse-Ohio national evaluation. Questions are raised of the sampling procedures used in the study, and the results of a re-analysis are presented. Policy implications are discussed, focusing on the relationship between program evaluation and public policy.

Index codes 3 12 82

Smith, Marshall S.
For other entries by this author see Index of Co-authors.

1244 Smith, Merle.
Head Start Program, Pontiac School District 1970-71. Evaluation Report.
8p.
1972. ED063023

This report is an evaluation of the Head Start Program conducted for a period of 32 weeks within the Pontiac School District. A description of the program is followed by the results of a pre-post administration of a preschool inventory.

Index codes 1 21 17 83

1245 Smith, Sara D. M.
An Analysis of Self-Developmental Behavior Patterns of Preschool Children in Planned Variation in Head Start.
Dissertation Abstracts International, 1973, 33(10-A).
HS200370

This study was concerned with the relationships of learning environment and programmatic approaches to social-personal behaviors of children in Planned Variation in Head Start. The question which guided the investigation was: Is the degree of teacher direction or child selection of activity related to positive changes in behavior in the preschool child in Planned Variation.

Index codes 1 13 19 83

1246 Soar, Robert S.
University of Florida. Gainesville, Florida.
Follow Through Classroom Process Measurement and Pupil Growth (1970-71).
173p.
1972. HS200021

As part of the evaluation of project Follow Through, observational data were collected in a sample of classrooms representing a number of experimental programs. The goals were to describe in behavioral terms the differences among the programs as observed in the classrooms and to relate these behavioral dimensions to pupil growth. The teacher's management techniques, expression of effect, the social-emotional nature, and the cognitive level of interaction were recorded in each classroom. Pupil achievement data were obtained. Significant differences in classroom behavior were found to be associated with differences in programs as well as differences among grade levels. Trends of the relationships between classroom behavior and pupil gain included: (1) Greater amounts of teacher control, structure, focus, and convergence, or lesser amounts of pupil freedom, exploration of ideas, and experimental teaching led to increased pupil cognitive growth; (2) Factors reflecting both positive an negative affect expression tended to relate negatively to pupil gain; (3) "Front and center" teacher behavior was not effective, but structuring of pupil learning activities related to gain, (4) A factor reflecting reading activities related positively to gain, and (5) Climate was related to gain in kindergarten and formal classroom organization at first grade. The amount of structured activities was related to gain as was teacher involvement with pupils in structured activities.

Index codes 1 10 13 21 82

1247 Sontag, Marvin; Sella, Adina.
The Effect of Head Start Training on the Cognitive Growth of Disadvantaged Children.
Journal of Educational Research, 1969, 62(9):387-389.
HS100371

Subjects were given the Stanford-Binet Intelligence Test and the Caldwell-Soule Preschool Inventory to measure the effects of Head Start on their cognitive development.

Index codes 1 21 81

1248 Sorenson, Philip H.
Conflicting Viewpoints That Affect Design, Analysis, Interpretations, and Reporting in the National Follow Through Evaluation.
12p.
1973. ED076674

Congress authorized Follow Through in 1967 under the Economic Opportunity Act to provide developmental and educational services for poor children in primary grades who had experienced Head Start or equivalent pre-school. A large scale service program was envisioned originally. Appropriations were not sufficient, however, so Follow Through was re-cast as an R&D program. The differences between these different concepts have affected both the implementation and assessment of the program. The following pairs of somewhat opposed orientations are discussed to illustrate the consequences of one view or another on feasible evaluations designs, appropriate analyses, and justifiable interpretations: (1) Follow Through as a service-oriented compensatory program or a research-oriented experiment, (2) analyses directed to policy issues or theoretical questions, (3) evaluation addressed to formative or summative assessment, (4) program success defined by general or specific criteria, and (5) frequent reports of tendencies deferred reports of more stable findings.

Index codes 3 10 21 16 81

1249 Sorli, Hedwig M.
Massachusetts State Dept. of Public Health. Boston, Massachusetts.
Program of Medical and Public Health Consultation to Project Head Start in Massachusetts. Final Report.
151p.
1970. ED121475

This report briefly describes and evaluates a program designed to provide medical and public health consultation to Project Head Start in Massachusetts. The program consisted of teams of community medical and public health professionals made available to Head Start programs for planning and implementation of health programs, and education and training programs for Head Start staff and parents. Evaluative observations and recommendations made by doctors and other consultants in response to questionnaires during 1968 and 1969 are briefly summarized and presented in tabular form. Appendices and attachments (which make up more than half of the document) contain: (1) a table of health services provided in a Head Start program, (2) a sample health program class register, (3) a discussion of evaluation methodology for Head Start health programs, (4) a report on the 1969 National Conference on Head Start and Child Development, (5) the report on the Program of Medical and Public Health Consultation to Project Head Start in Massachusetts (1969), and (6) statistics from the Medical Consultant's Evaluation of Head Start Health Services for the 1969 Summer Head Start Programs in Massachusetts.

Index codes 1 5 12 83

1250

Southern University. Baton Rouge, Louisiana.
The Role of Incentives in Discrimination Learning of Children with Varying Pre-School Experience.
16p.
1966. ED031290

It was the purpose of this study to ascertain whether the culturally disadvantaged child, who appeared to adhere to the principle of immediate gratification, had learned, as a function of his participation in Head Start, a more future-related orientation when compared to his non-Head Start counterparts. One hundred and eighty-seven 4- and 5-year olds, divided among three educational conditions, were given a simple learning task with four conditions of reinforcement. The educational conditions were children with 1 to 3 months of Head Start (I), children with 10 to 12 months of Head Start (II), and children with no Head Start (III). The reinforcement conditions were a light flash, a promise of future reward, an immediate reward (candy), and a token that could be cashed in later. In overall performance, groups I and II were significantly superior to III. Specifically, they were superior under the "promise of a future reward" condition. No significant differences were found between the performances of Groups I and II. Group III, however, displayed a significant difference in performance under the "promise" and "immediate reward" conditions, in favor of the latter.
Principal Authors: Melvyn Berke; Edward E. Johnson.

Index codes 1 3 81

1251

Southern University. Baton Rouge, Louisiana.
Regional Evaluation and Research Center for Head Start. Southern University, Annual Report, November 28, 1969. Final Report.
169p.
1969. ED133058

This final report of the third year of the Southern University-Tulane University Regional Head Start Evaluation and Research Center is a statement of activities engaged in since September 1968. Chapter I includes an introduction and description of the centers; Chapter II, evaluation guidelines, test battery, quality control, evaluation design and description of evaluation instruments. Chapter III contains the intervention design. Chapter IV presents feasibility study involving parent groups from two day care centers in Little Rock, Arkansas. Chapter V contains a statistics analysis, discussion of T-test results, and findings. Appendices include means and T-tests for the intervention tables, analysis of variance charts, and a study entitled "The Role of Incentives in Discrimination Learning of Children with Varying Preschool Experiences'.

Index codes 99 81

1252

Southern University. Baton Rouge, Louisiana.
Southern University Research Center for Head Start. Annual Report, November 27, 1970. Final Report.
257p.
1970. ED131949

This is the final report of the Southern University Head Start Evaluation and Research Center. It is a statement of activities engaged in since September, 1969. Chater I contains an introduction and a description of the centers. Chapter II presents evaluation guidelines, quality control information, evaluation design and description of evaluation instruments. Chapter III contains the intervention design. Chapter IV presents statistical analysis information and findings. Appendices (which comprise the bulk of the report) include analysis of variance charts, means and T-tests for the intervention, and study entitled "Instrumental Performance as a Function of Reinforcement Schedule, Luck Versus Skill Instructions, and Sex of Child'.

Index codes 81 99

1253

Southwest Educational Development Laboratory. Austin, Texas.
Early Childhood Education Learning System: San Antonio Urban Educational Development Center, 1968-69. Final Evaluation Report.
67p.
1969. ED041625

A comparison of effects of three preschool intervention programs designed to prepare disadvantaged Mexican-American children for school is the subject of this study. The San Antonio Urban Educational Development Center (SAUEDC) preschool program (N=16) uses an instructional program built on four structural components: (1) concept-affect formation, (2) development of sensory motor skills, (3) development of language skills, and (4) development of thinking processes. The second program (N=15) is a special Parent-School-Community Involvement project intended to encourage parental action to foster child development. Finally, three San Antonio Day Care Centers (N=14) funded as Head Start programs were examined. The subjects were all 3-year-old Mexican-American children. Each group was pre-and posttested on the Leiter International Performance Scale, the Peabody Picture Vocabulary Test (FORM A) in English, and Peabody (FORM B) in Spanish. Analysis of the test-generated data revealed that (as predicted) at pretest all the subjects scored substantially below national norms on instruments that didn't require language in test administration. Furthermore, children in the SAUEDC program achieved significantly greater gains in I.Q. scores than children in either of the other groups.

Index codes 1 25 13 24 81

1254

Southwest Educational Development Laboratory. Austin, Texas.
Mobile Head Start Program for Migrant Children and Parents. Final Report and Strategies for Continuation Activities.
74p.
1970. ED052864

In the summer of 1969, the Southwest Educational Development Laboratory undertook the implementation of a Mobile Migrant Project to serve a designated group of preschool migrant children. The project was to consist of (1) a summer program in 1969 in at least 2 "in trek" locations, (2) integration in the 1969-70 school year with the McAllen Early Childhood Demonstration Center, and (3) a summer program in 1970 in mobile situations. Major purposes were to design instructional materials for use by migrant children, to collect and report information concerning the total migrant situation, and to propose strategies for amelioration of the educational handicap incident to migration, low economic standing, and cultural differences. This report summarizes the program activities and resultant findings throughout the 18-month period. Proposed strategies to provide educational continuity for migrant students are included, with cost estimates and priority rankings for implementation.

Index codes 1 13 26 14 21 7 83

Spencer, Lynn.
For other entries by this author see Index of Co-authors.

1255 Spencer, Margaret B.; Horowitz, Frances.
Effects of Systematic Social and Token Reinforcement on the Modification of Racial and Color Concept Attitudes in Black and in White Preschool Children.
Developmental Psychology, 1973, 9(2):246-254.
HS200814

In previous investigations, it has been demonstrated that preschool children perceive the color black and black minority group members as negatively evaluated and the color white along with whites as positively evaluated. The present authors attempted to modify this particular attitude where it was assessed both in black and in white preschool children. In this design, contingent reinforcement was used along with a color-meaning procedure adapted from Renninger and Williams and a racial attitude and preference procedure. Subjects were divided into groups as to race of the subject and race of the experimenter. Results indicated negative attitudes about the color black along with black people. An improvement was noted with contingent reinforcement.

Index codes 82 1 16 21

1256 Spicker, Howard H.
Intellectual Development Through Early Childhood Education.
Exceptional Children, 1971, 37(9):629-640.
HS200372

This is a discussion of Head Start and other early childhood intervention programs. This article identifies some of the critical variations among preschool programs and discusses the manner in which such variations seem to affect the intellectual development of disadvantaged or culturally different children.

Index codes 1 13 21 82

1257 Spicker, Howard H.
Office of Child Development (DHEW). Washington, D.C.
The Influence of Selected Variables on the Effectiveness of Preschool Programs for Disadvantaged Children.
14p.
1969. ED049835

The purpose of this paper is to identify some variations among experimental programs and discuss the manner in which such variations seem to affect a program's success. To accomplish this purpose an in-depth analysis of a few major preschool intervention studies is made in terms of four pertinent variables: (1) Curriculum Model (2) Home Intervention (3) Age at Intervention and (4) Duration of Intervention. The Westinghouse Report evaluating the impact of Head Start, the Gray and Klaus program, the Indiana Project, the Karnes program, the Weikart program, Montessori, and the Bereiter-Engelmann program are compared. A few general observations and tentative speculations are made about several other variables which appear to affect the outcome of preschool interventions. The evaluation of preschool outcomes might involve the four major variables in determining what modifications would improve preschool intervention results with disadvantaged children.

Index codes 3 9 13 83

Spivack, George.
For other entries by this author see Index of Co-authors.

1258 Springle, Herbert A.
Learning to Learn, Inc. Jacksonville, Florida.
Who Wants to Live on Sesame Street.
66p.
1972. ED066221

Two studies of the effects of "Sesame Street" are presented. The first study tested two hypotheses: (1) "Sesame Street" can prepare poverty children for first grade; and (2) "Sesame Street" can narrow the achievement gap between the poor and the middle-class child. Twenty-four pairs of poverty children were randomly selected for an experimental and a control group. The experimental group was exposed in a kindergarten setting to the "Sesame Street" curriculum as the educational component of their program. The results show that the curriculum did not accomplish the above two relevant educational goals. The aim of the second study was to examine and evaluate the effects of exposing groups of poverty children to different time lengths of viewing "Sesame Street" and compare these groups to groups of non-viewing poverty children. The experimental group (E4) and the control group (C4) both attended all-day day care and Head Start kindergarten. The E4 group watched "Sesame Street" every day and their teacher used the "Sesame Street" curriculum as the cognitive component of their program. The program of the C4 group was similar to conventional day care programs and had a structural curriculum as the cognitive component of the program. At the beginning of the fourth week in first grade, the children of both groups were given the Metropolitan Readiness Test, which measures word meaning, listening, matching, alphabet, numbers, and copying. On all measures except word meaning, the C4 children scored higher than the E4 children. The children exposed to "Sesame Street" for over a two-year period made significantly less educational gains than the children who participated in a traditional Head Start program.

Index codes 1 17 13 21 83

1259 Stallings, Jane

Implementation and Child Effects of Teaching Practices in Follow Through Classrooms.
Monographs of the Society for Research in Child Development, 1975, 40(163).
HS200373

This study investigated whether the observed teaching practices for Follow Through classrooms were consistent with the goals of the sponsors' models and how the teaching practices related to child outcomes. Data was collected for 136 first-grade and 137 third-grade children.

Index codes 1 10 13 21 82

Stallings, Jane.
Stallings, Sharon G.
For other entries by these authors see Index of Co-authors.

1260

Stanford Research Institute. Menlo Park, California.
Implementation of Planned Variation in Head Start: Preliminary Evaluations of Planned Variation in Head Start According to Follow Through Approaches (1969-1970). Interim Report: First Year of Evaluation, Part II.
446p.
1971. ED052844

To evaluate the Follow Through portion of the Planned Variation program (1967-1970) eight distinct approaches were studied. The approaches rest on differing philosophical and psychological premises and employ a variety of pedagogical strategies. A battery of 14 existing and specially developed measures were used to cover the cognitive area. Factors such as organization of classrooms, parent-child interaction, supervision, child performance data and diffusion effects were analyzed. Among the most important outcomes of the first year of this 3-year assessment study are (1) cataloguing the process of program implementation (2) describing classroom processes (3) establishing the scheme and instruments to be used for the second and third years of the study. The general conclusion of this document is that first year outcomes are encouraging but it is too early to assess with confidence the specific outcomes of specific program models. One fourth of the document consists of bibliographic references and appendixes detailing test instruments.

Index codes 1 21 13 84

1261

Stanford Research Institute. Menlo Park, California.
Classroom Observation Study of Implementation in Head Start Planned Variation, 1970-1971. Final Report.
249p.
1973. ED093479

This report presents the findings from an evaluation of the classroom processes of the twelve Planned Variation sponsors. Three basic issues were addressed: (1) To what degree are the programs really different and providing distinct treatments? (2) To what extent are the educational goals of each program actually implemented? and (3) Is there a relationship between implementation and child outcome as measured by cognitive and achievement tests? After a brief overview of Project Head Start and descriptions of each sponsor model, the method of the evaluation study is discussed. Data collection was based on a battery of tests administered in the early fall and late spring of the 1970-'71 academic year, and observation of classroom processes twice during that same year. The observation instruments and lists of tests used are appended to the document. The procedures of analysis for the study (computer and statistical) are also discussed. It is concluded that (1) although several loose clusters of sponsors were identified, there were more similarities than differences, (2) consistency between sponsor objectives and sponsor frequencies on the variables selected to reflect these objectives was quite high for all sponsors, but consistency on these same process variables across sites was quite low, and (3) the relationship between implementation and test results remains unclear.
Principal Author: Marian S. Stearns.

Index codes 1 12 13 84

1262

Stanford Research Institute. Menlo Park, California.
Implementation of Head Start Planned Variation Testing and Data Collection Effort. Final Report.
350p.
1972. ED070532

This final report on the Preliminary Evaluation of Planned Variation in Head Start According to Follow Through Approaches is a detailed account of the field testing and implementation activities performed during the 1969-1972 period, with emphasis on the second and third years. The sections of the report are as follows: I. Introduction; II. Background and Overview; III. Fall 1969 Testing Activities; IV. Spring 1970 Testing Activities; V. Fall 1970 Testing Activities; VI. Spring 1971 Testing Activities; VII. Fall 1971 Testing Activities; and VIII. Spring 1972 Testing Activities. Ten appendices provide: A. through F. Fall and Spring Communications 1969-1972; G. Supplemental Instructions for Field Staff, Spring 1971; H. Record of Test Data and Information Forms Transmitted to Huron Institute; I. Quizzes and Answer Sheets for Spring 1972; and J. SRI Field Supervisor Site Report Forms. Data are presented in 18 tables.

Index codes 1 13 10 21 83

1263

Stanford Research Institute. Menlo Park, California.
Implementation of Head Start Planned Variation: 1970-71. Appendices.
HS200895

This volume contains the following appendices to the 1970-71 report on the implementation of Head Start planned variation: (1) analysis of variance designs, (2) copies of instruments, (3) additional analyses, (4) means and standard deviations, (5) factor analysis of the consultant site assessment, (6) list of 51 classroom observation variables, and (7) means and standard deviations for classroom observation variables.

Index codes 82 2 12

1264

Stanford Research Institute. Menlo Park, California.
Planning Factors for Follow Through Evaluation for Spring 1972. Volume I.
1971. HS200881

The analysis plans described in this report represent a series of summary statements regarding the proposed Follow-Through evaluation questions and accompanying techniques for organizing and analyzing the accumulated evidence to provide answers to these questions. The principal feature of the SRI evaluation of Follow-Through is a longitudinal data base. The authors identify a number of problems which accrue with longitudinal research designs. Among these are attrition, revision of measures, and a very large number of uncontrolled naturalistic sources of variance. Despite these considerations, the SRI staff recommends repeated analyses of variance.

Index codes 82

1265

Stanford Research Institute. Menlo Park, California.
Follow Through Classroom Observations. Appendix B.
133p.
1972. HS200022

In Spring 1971, 97 Follow Through classroom (some had Head Start Planned Variation components) and 26 comparison Non-Follow Through classes were observed with the SRI Classroom Observation Instrument (COI) as part of the Follow Through National Evaluation. The COI describes teacher and child behavior. This report contains an overall summary of the main findings as well as detailed descriptions of the findings; reviews the development of the COI, the selection and training of observers, and procedures used to assure quality control and reliability of observational data; describes the selection of sponsors, projects, and classrooms for observation; discusses the data processing and analytic procedures; and interprets the findings. The COI was designed to help answer: (1) Are there differences between Follow Through and Non-Follow Through classrooms? (2) Are there planned variations of educational approaches? (3) To what degree are sponsor models being successfully implemented? (4) What relationships are definable among teaching processes, child classroom behaviors, and outcomes of child achievement and attitudinal testing?

Index codes 1 10 13 19 21 82

1266

Stanford Research Institute. Menlo Park, California.
Phase II Instruments for the National Day Care Cost-Effects Study: Instrument Selection and Field Testing. Final Report.
1976. HS200797

This report focuses on the criteria, field testing, and decisions reached for selecting Phase II child outcome variables and measures, and Phase II classroom process variables and measures for the National Day Care Cost-Effects Study. The instruments selected are described. Two instruments designed for naturalistic observation of centers -- the adult-focused SRI Preschool Observation System -- are detailed. Presented are the results of local field testing and field testing in Atlanta, Detroit, and Seattle, as well as recommendations for a final set of child outcome variables and outcome/process instruments.
Principal Author: Jane Stallings.

Index codes 82 2 12 18 14

1267

State University of New York. Urban Center. Brooklyn, New York.
Multi-City Community College Educational Demonstration Project (New York City) Conducted at the State University of New York Urban Center in Brooklyn. March 1968 to August 31, 1969. Final Report.
226p.
1969. ED133398

This document reports on the Family Education Project, an educational program operated at the State University of New York's Urban Center in Brooklyn, New York. A total of 43 families made up of 67 adults and 181 children were secured from the Bedford Stuyvesant Youth-In-Action Head Start Program to participate in the project. These families were selected on the basis of their motivation to participate in the project and because there was some indication that they would remain in the educational program for the entire year. The program included self-development courses and bi-weekly seminars for the adults, activities involving all members of the family, and special activities for the various age groups within the family. The main hypothesis of this study is that if Head Start children, siblings, and their parents are involved in a program as a family, various benefits will be shared by all family members. The most important of these is improvement in the parent-child relationship in which the parent, who is himself actively engaged in course work, assists the child as an active learner. Some of the findings include the following: Head Start children whose parents are in the project made measurable progress during the time that their family was in the project. These children progressed at a faster rate as compared with the national norms in evaluating Head Start progress.

Index codes 1 7 81

1268 Stearns, Marian S.
Office of Child Development (DHEW), Washington, D.C.
Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report.
195p.
1971. ED062025

An examination of the written evidence of the effects of preschool programs on disadvantaged children and their families is presented. Hundreds of studies were reviewed to determine what kind of justification they provide for continued support of federal, state, and other publicly financed preschool programs. The Head Start and ESEA programs have been reaching about 530,000 children of low-income families or neighborhoods yearly. Two major state-supported programs in California and New York together involve about 30,000 children beyond those in Head Start and ESEA Programs. Findings include: (1) Public preschool programs have been successful in changing intellectual and social behavior of disadvantaged children in positive directions over the short run; (2) Uncertainty about effects on children's social and emotional development stems not only from the paucity of reliable measurement but also from lack of consensus about what constitutes positive change; and (3) Participation of the parents in workshops and meetings at preschool centers has not been shown to make reliable changes in parents' attitudes about themselves and their own situations, but measures almost always indicate positive feelings toward the preschool program and positive changes in attitude toward school. It has been concluded that these preschool programs promote growth and development in disadvantaged children and that such programs might be justified as models for research and reform.

Index codes 1 15 16 13 84

Stearns, Marian S.
Stebbins, Linda B.
For other entries by these authors see Index of Co-authors.

1269 Stedman, James M.; Adams, Russell L.
Achievement as a Function of Language Competence, Behavior Adjustment, and Sex in Young Disadvantaged Mexican-American Children.
Journal of Educational Psychology, 1972, 63(5):411-417.
HS200375

This study investigated language competence, behavioral adjustment and sex as predictive of first-grade achievement in disadvantaged Mexican-American children enrolled in Head Start programs.

Index codes 1 19 23 25 82

1270 Stedman, James M.
Teacher Perception of Behavioral Adjustment as a Function of Linguistic Ability in Mexican-American Head Start Children.
Psychology in the Schools, 1973, 10(2):221-226.
HS200374

This study investigated relationships between bilingualism and teacher perception of adjustment as expressed in teacher rating scales. The sample consisted of 134 Mexican-American children evaluated in terms of behavior (Classroom Behavior Inventory) and language ability (tests of basic competence in English and Spanish).

Index codes 1 19 23 25 82

Stedman, James M.
For other entries by this author see Index of Co-authors.

1271 Steelman, Amelia Rose.
East Texas State University.
A Comparison of the Performance of Head Start and Non-Head Start Kindergarten and First-Grade Children on Selected Piagetian Classification Tasks.
Dissertation Abstracts International, 1977, 38(3):Section A, 1288.
HS200584

The relationship between a child's performance on Paiget's classification tasks and economic status as determined by eligibility for Head Start programs was examined among kindergarten and 1st grade children. The relationship between classification skills and race, sex, and age was also examined, along with preference among color, form, or size and economic status, race, sex, and age. Three of Paiget's classification tasks were used which presented the "all" and "some" conditions of class inclusion, complementary classes, and multiplicative classification. Results indicated that economic status as determined by eligibility for Head Start, was a factor in a child's intellectual development as evidenced in ability to perform three of Paiget's classification tasks. Race was a factor in preference for color, form, or size in classification. Economic status was a performance factor. Kindergarten and older children had more successful responses than preschool children.

Index codes 1 21 83

Steglich, W. G.
Stein, Aletha H.
For other entries by these authors see Index of Co-authors.

1272 Stein Annie; Wolff, Max.
Yeshiva University. Graduate School of Education. New York.
Factors Influencing the Recruitment of Children Into the Head Start Program, Summer, 1965--A Case Study of Six Centers in New York City. Study II.
31p.
1966. ED015026

To resolve the question of why some parents sent eligible children to Head Start and some did not, a study was made of six Head Start centers in New York City. The study sample was composed of the three centers having the best recruitment record and the three having the poorest. Each group had one Negro, one Puerto Rican, and one mixed school. Matched sets of 150 Head Start and 150 non-Head Start children from these schools were chosen. Their parents were interviewed by interviewers of the matching ethnic group. Findings were that some eligible families had the means to provide other summer programs as alternates and so did not enroll their children. Some low income parents held high educational aspirations for their children and enrolled them to help realize their goals. Interviews by indigenous personnel were found to be most effective in recruiting. Ethnic background affected parental reasons for enrollment. For instance, Puerto Rican mothers wanted their children to be exposed to situations outside their own cultural experience. The most common reason for enrollment was that Head Start would help children adjust socially to school. Some parents gave education, recreation, and child care as reasons for enrollment. The most common reason for not enrolling children was the lack of enrollment information. Interviews revealed enthusiasm for Head Start and a need for more effective recruitment.

Index codes 1 12 15 25 26 81

1273 Stein, Annie; Wolff, Max.
Yeshiva University. Ferkauf Graduate School of Humanities. New York.
Six Months Later--A Comparison of Children Who had Head Start, Summer, 1965, With Their Classmates in Kindergarten, A Case Study of the Kindergartens in Four Public Elementary Schools, New York City. Study I.
98p.
1966. ED015025

Kindergartens in four public elementary schools (one Negro, two Puerto Rican, and one mixed) in New York City were studied to determine whether a positive developmental effect had resulted from a Summer Head Start program. The performance of 179 former Head Start children was measured against 388 of their non-Head Start classmates. Seven instruments, including six developed for this sutdy (ranking array, cooperative rating schedules, Caldwell Pre-School Inventory, teacher interviews, class observations, parent interviews, and child interviews), measured the effect of Head Start on readiness to enter first grade, on overall readiness, on social adjustment to kindergarten routines, and on educational achievement. Impact of the kindergarten teacher was studied, as was the impact of Head Start on the kindergarten class and on the home. Teacher and parent recommendations for Head Start improvement were recorded. Results indicated that although no educational gains had been made, Head Start children show greater learning readiness and eagerness to learn than non-Head Start children six months later.

Index codes 1 16 21 25 26 81

Stein, Annie.
Stein, Carolyn.
For other entries by these authors see Index of Co-authors.

1274 Steiner, Gilbert Y.
Brookings Institution. Washington, D.C.
The Children's Cause.
265p.
1976. HS200019

This book examines the apparatus for making children's policy and evaluates substantive policy proposals against the background of tension between proponents of public rather than private responsibility and between advocates of federal rather than state responsibility. Topics addressed include: 1) whether such divisiveness can be found in all aspects of children's policy, 2) how the politcal system is organized to respond to the needs of children, 3) how children's policy originates, 4) why some advocates are more successful than others, and 5) the limits placed on federal child policy.

Index codes 3 20 82

1275 Stephens, M. Irene.
Elicited Imitation of Selected Features of Two American English Dialects in Head Start Children.
Journal of Speech and Hearing Research, 1976, 19(3):493-508.
HS200378

In this study three measures were used to check the bidialectal imitative facility of 100 black, white and Spanish-speaking Head Start children. The study was designed to investigate dialectal facility in Head Start children utilizing the method of sentence repetition.

Index codes 1 23 25 82

1276 Stephens, Mark W.
Purdue Research Foundation. Lafayette, Indiana.
Effects of Type of Preschool Experience and Socioeconomic Class on Academic Achievement Motivation. Final Report.
38p.
1973. ED116777

Four experiments were designed to identify socioeconomic differences in preschool locus of control, develop a measurement technique for differentiating between internal and external locus of control in preschoolers, and study the effect of four kinds of preschool programs on locus of control. During the first experiment, the Stephens-Delys Reinforcement Contingency Interview (SDRCI) was developed to assess internal locus of control development in preschoolers. When used with 24 four-year-olds in a Head Start program, the measure was found to have rater and retest reliability; the race of the interviewer did not significantly affect scores. The second experiment indicated that the performance of 32 preschool boys on a mirror-tracing task was positively related to internal locus of control as measured by the SDRCI. In the third study, investigators tested 55 Head Start preschoolers and 50 middle-class nursery school children with the SDRCI. Lower internal control scores were found for the Head Start children than for the middle-class nursery school group; no differences were found between black and white Head Start groups. A final study of 114 children found a nonsignificant tendency for Montessori preschool experience (and to a lesser extent, parent cooperative nursery school experience) to increase internal control, as measured by the SDRCI, more than Head Start or a more structured compensatory preschool program.

Index codes 1 16 83

1277 Stephens, Mark W.; Delys, Pamela.
External Control Expectancies Among Disadvantaged Children at Preschool Age.
Child Development, 1973, 44(3):670-674.
HS200376

In this study internal-external control expectancies of disadvantaged preschool children in Head Start classes were compared with those of middle class children using the Stephens-Delys Reinforcement Contingency Interview.

Index codes 1 16 82

1278 Stephens, Mark W.; Delys, Pamela.
Purdue University. Lafayette, Indiana.
A Locus of Control Measure for Preschool Children.
Experimental Psychology, 1973, 9(1):55-65.
HS200813

The Stephens-Delys Reinforecement Contingency Interview was developed to assess locus of control expectancies of preschool-age and older children. In an initial study of 24 black Head Start children rater reliability was found to be .98, correlation between parallel forms given 2 weeks apart .69, and interviewer effects negligible. Subsequent studies have further supported internal consistency, retest reliability, and construct validity as manifest in behavioral correlates and age and socioeconomic differences. Correlations among various children's locus of control tests, including the Stephens-Delys, indicate that these tests reflect substantially different variables in young children, however.

Index codes 82 2 16

1279 Stephens, Mary I.
Elicited Imitation of Selected Features in Black English and Standard English in Head Start Children.
Dissertation Abstracts International, 1972, 33(2-B):942.
HS200377

This dissertation investigated the bidialectal imitative facility (i.e., facility in both Black English and Standard English) of Black, White, and Latin Head Start children.

Index codes 1 23 25 83

Stern, Virginia.
For other entries by this author see Index of Co-authors.

1280 Sternlof, R. E.; et al.
Relationships Between the Goodenough DAM Test and Columbia Mental Maturity Test for Negro and White Head Start Children.
Perceptual and Motor Skills, 1968, 27(2):424-426.
HS100379

This study investigated the Goodenough Draw-A-Man Test and the Columbia Mental Maturity Test in a biracial group of Head Start children. The purpose of the study was to assess the usage of this test with deprived children.

Index codes 2 24 82

1281 Stevens, Joseph H., Jr.
The Home Learning Project: A Group Consultation Model of Parent Education.
Child Care Quarterly, 1974, 3(4):246-254.
HS200841

The Home Learning Project developed as part of the parent component of the Prekindergarten Program in White Plains, New York is described and evaluated. Participants were volunteers from the Prekindergarten Program. Parents met in weekly 2-hour sessions, received and acted out material from activity packages and reviewed their use of the previous week's package. Evaluation instruments were the Wechsler Preschool and Primary Scale of Intelligence and the Inventory of Cognitive Skills and Visual-Motor Coordination. Results showed no significant differences between the volunteers' children and those in the rest of the program. Other data of an informal and impressionistic nature suggest that the project had an impact.

Index codes 82 1 7 9 21

1282 Stewart, E. Elizabeth; Williams, Richard H.
Educational Testing Service. Princeton, New Jersey.
Project Head Start--Summer 1966. Final Report. Section One, Some Characteristics of Children in the Head Start Program.
94p.
1967. ED018246

This document is Section 1 of a 3-part report by the Educational Testing Service. This section describes, in extensive statistical terms, a sample of 445 Head Start children in terms of their scores on (1) the Stanford-Binet L-M, (2) The Caldwell Preschool Inventory, and (3) The Project Head Start Behavior Inventory. The sampling procedures used included both random and systematic procedures and were used to choose both the pupils and the Head Start centers from which the pupils were to come. The Head Start programs that these pupils attended lasted from 5 to 9 weeks. The testing was begun after the fourth week. The pupils' scores were organized on the dimensions of geographical region (South, West, Midwest, and Northeast), city size (urban and nonurban), sex, race, age, and combinations thereof.

Index codes 1 19 21 84

1283 Stickney, Benjamin; Marcus, Larry.
The Limits of Compensatory Education.
Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981. 108p.
ED208094

An overview of compensatory education programs is presented in this paper. The rationale for compensatory education is outlined, and the early implementation of these projects at the local and national levels is described. Specifically described are Project Head Start and Title I programs. The paper also discusses James Coleman's "Equality of Educational Opportunity Survey" and reviews the major studies of compensatory education conducted at both national and local levels from 1965 through 1980. It is proposed that a review of the more scientifically promising evaluations of compensatory education can yield insight into the potential to redress racial differences through academic achievement. Such a review, it is said, might also reveal the most productive means of increasing the effectiveness of the public schools for underachieving black pupils. The paper itself is abstracted from a larger work by the authors titled "Race and Education: The Unending Controversy."

Index codes 3 21 81

Stith, Marjorie.
Stodolsky, Susan S.
For other entries by these authors see Index of Co-authors.

1284 Stoia, Louis; Reeling, Glenn E.
Better Speech for Head Start Children.
Elementary School Journal, 1967, 67(4):213-217.
HS100649

During the summer of 1965, the community of Montclair, New Jersey, sponsored an eight-week Head Start Program. The authors felt that some form of objective evaluation of program effects was necessary. Because of the press of time and shortage of personnel, it was decided to limit the investigation to some aspect of speech and language development, specifically to articulation. THe Templin-Darley Articulation Diagnostic Screening Test was the evaluation instrument. The articulation level of the 41 children enrolled in the Head Start Program was raised a statistically significant amount during the eight-week program.

Index codes 82 1 23

1285 Stoner, Sue B.
Alternate From Reliability of the Revised Peabody Picture Vocabulary Test for Head Start Children.
Psychological Reports, 1981, 49:628.
HS200873

A review of the reliability data of the Peabody Picture Vocabulary Test with the median coefficient for preschool children, including Head Start programs, as indicator, suggests that the Peabody Test was less reliable for preschool children. The present study investigated the alternate form reliability of the Peabody Picture Vocabulary Test - revised with Head Start children. Two forms were administered, separated by a three to seven day period, to 39 males, ages 45 to 68 months, and 40 females, ages 46 to 75 months. Sex differences were nonsignificants. Results support use of the Peabody Test - revised as a consistent measure for Head Start children since these values compare favorably with the reliability coefficients of the standardization sample.

Index codes 82 2 21

Stoyle, Judith.
Stricker, George.
For other entries by these authors see Index of Co-authors.

1286 Stubbs, Johnnie L.
United Research and Development Corporation.
National Head Start Parent Involvement Study. Part I: Opportunities for Parent Involvement.
67 p.
1980. HS200480

The effectiveness of parent involvement in Head Start programs was evaluated in terms of the opportunities made available to the parents. A second phase of the study will assess the impact of involvement. Literature concerning parents as learners, teachers, decision makers and changes of institutions is reviewed. Implementation methodology was designed to determine the dimensions of parent involvement opportunities provided by Head Start and consisted of interviews with staff from 38 randomly selected programs. Each program in the sample had 60 or more children. Ten questionnaires were developed for interviews with staff persons responsible for different components of the program such as education, nutrition, management, health, social services and parents' activities. Chapters are devoted to the relationship between the structure of a program and the involvement of parents and to the incorporation of parents into the decision making and self-assessment of the program. Particular attention is given to the use of the Self-Assessment/Validation Instrument (SAVI) which staff and parents used to determine whether their program was in compliance with performance standards. Additional topics are the activities parents have helped to develop within the program and in the community, parents' work with their children at home and the volunteer and paid participation of parents. Conclusions indicate that the opportunity for parent participation is provided in most areas, but that policy changes require the completion of the impact phases of the study.

Index codes 1 7 15 84

1287 Sullivan, Kathleen M.
University of Kansas.
The Relationship of Three Developmental Checklists in Evaluating Handicapped Head Start Children.
Dissertation Abstracts International, 1980, 42(2):Section A, 661.
HS200849

The purpose of this study was to compare the degree of consistency across three developmental checklists in describing the behavior of sixty preschool handicapped children enrolled in Head Start, between the ages of 44 to 76 months across developmental areas (e.g. cognitive, self-help, language, and motor) by comparing scores obtained on three checklists both within and across children. This was done to determine how three developmental checklists compare in their evaluation of the same preschool child. The results indicated that the three assessment instruments were in fact highly interrelated. The implications from this research are that all three assessment instruments are conservative measures of young handicapped children's abilities, and could be used interchangeably.

Index codes 2 8 21 81

Sulzer, Jefferson L.
For other entries by this author see Index of Co-authors.

1288 Summers, Anita A.; Wolfe, Barbara L.
Federal Reserve Bank of Philadelphia. Philadelphia, Pennsylvania.
Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools.
Business Review, February, 1975.
HS200859

In this report, the Federal Reserve Bank of Philadelphia has published the findings of a lengthy study on the educational output of Philadelphia's public schools. The techniques of economic analysis were employed in the study. The study examines the relationship between the use of school resources and achievement growth of students. The researchers found that school resources can have an important impact on how much students learn and can help compensate for the disadvantages of poverty, race, and low ability when resources are targeted properly. This finding suggests that the educational achievement of Philadelphia school children might be increased without necessarily spending more for school resources. The researchers also determined that the Head Start participation does not improve a child's achievement growth by the latter half of elementary school.

Index codes 82 1 2 11

1289

Sunnyside School District 201. Sunnyside, Washington.
Individualized Bilingual Instruction. Final Evaluation: 1977-78 Program Year. No. 13 in Series.
Previous program title: Training Migrant Paraprofessionals in Bilingual Mini Head Start.
ED211304

The 1977-78 evaluation report of an interstate bilingual early education program for migrant children from age 3 through third grade which operates two permanent sites in Washington and one site in Texas, presents the program's progress in each of five components: instruction, staff development, parent and community involvement, materials development, and management. The report discusses the Texas site at La Grulla which operates a mobile component in which the teachers and administrative and training staff relocate to northern work sites, providing continuing services to children who move from Texas in the migrant stream. The goal, need, teaching process or involvement approach, and results for each component are given, along with a summary of findings. The preface is a paper presented at the February 1979 Southwest Educational Research Association meeting, in which the successful findings evaluation are shown to be sharply in variance with those in the American Institute for Research report on the impact of Title VII bilingual programs. Appendices include information on testing procedures and data collection, statistical data on the analysis of test scores in the instructional component, and technical report on the mini Head Start test of cultural concepts. Principal Author: Beverly McConnell.

Index codes 1 25 21 81

1290
Sunnyside School District 201. Sunnyside, Washington.
Individualized Bilingual Instruction. Final Evaluation: 1978-79 Program Year. No. 15 in Series.
Previous program title: Training Migrant Paraprofessionals in Bilingual Mini Head Start. 103p.
ED211305

The 1978-79 evaluation report of an interstate bilingual early education program for migrant children from age 3 through ghird grade which operates year-round sites at Connell and Moses Lake, Washington, and at La Grulla, Texas, presents a narrative program description and the progress made in each of five components: instruction, training, community and parent involvement, materials development, and management. The report discusses the mobile component of the Texas site which operates from April through October in temporary locations as the children move to Northern work sites in the migrant stream; curriculum materials have been adapted which can be used effectively by bilingual migrant adults with limited academic background and no previous teaching experience. The goal, need, teaching process or involvement approach, and results for each component are given, along with a summary of findings. The report indicates that overall the program has met or partially met its objective in each component. Appendices include information on the testing procedures and data collection, statistical data on the analysis of test scores in the instructional component, and a technical report of the bilingual mini Head Start start test of cultural concepts. Principal Author: Beverly McConnell.

Index codes 1 21 25 81

1291 Susman, Elizabeth J.; et al.
Relation of Conceptual Tempo to Social Behaviors of Head Start Children.
Journal of Genetic Psychology, 1980, 137(1):17-20.
EJ237182

The relation of reflection-impulsivity and motor inhibition to naturally occurring social and self-regulatory behavior of 121 urban Head Start boys and girls was examined. Correlations between the Kansas Reflection-Impulsivity Scale for Preschoolers, motor inhibition tasks, and classroom behavior were computed for two groups of Head Start classes that differed in race and amount of adult-imposed classroom structure. In the less structured classes, impulsive children were less aggressive, less assertive, and less likely to show understanding of others or to engage in such prosocial behavior as cooperation, helping, and sharing than were their reflective peers. Impulsive children were higher than reflectives on two indices of self-regulation: responsibility during clean-up time and waiting patiently during delays. Impulsivity was not related to behavior in highly structured classes. Motor inhibition was not consistently related to the observational measures.

Index codes 81 1 13 19

1292

Syracuse University. Research Institute. Syracuse, New York. Evaluating Behavioral Change During a Six-Week Pre-Kindergarten Intervention Experience. Research Project Number 5 of Project Head Start Research and Evaluation Center, Syracuse University Research Institute. Final Report, November 1, 1967.
43p.
1967. ED026142

The objective of this study was the development of evaluation techniques and the assessment of these techniques when compared with standard procedures of the national Head Start program. Assessments of cognitive behavior, social behavior, and teachers' perceptions--as opposed to aides' perceptions--of children were made. The subjects were 33 children of broad socioeconomic levels. The following conclusions were drawn from the comparative and intercorrelational analyses: (1) a meaningful proportion of the variance in Stanford-Binet performance is related to performance on the "impulsivity measures" and suggests that impulsivity has deleterious effects on children despite the degree of their cognitive ability; (2) findings with Draw-a-Line and Walk-a-Line indicate no relationship between "fast" condition and the Stanford-Binet score; (3) increases in percent work responses are not especially related to increases in Stanford-Binet scores; and (4) teachers' perceptions of children's social adaptiveness is positively correlated with intelligence. Further analyses will be reported later. Future research should concentrate on identifying dimensions of variability and then concentrate on variations in programing for individual children.
Principal Author: Lois Hayweiser.

Index codes 1 24 19 81

1293

Syracuse University. Syracuse, New York.
Project Head Start, The Urban and Rural Challenge. Final Report.
303p.
1968. ED022527

An analysis of two rural and two urban Head Start centers in the state of New York during the school year 1966-67 attempted to find out if rural-urban variables affect the administration of Head Start programs. The four programs were compared in terms of (1) community socioeconomic characteristics, (2) administrative organization, (3) pupil recruitment, (4) staff, (5) parent involvement, and, (6) follow through. Data were collected during field trip interviews and from examinations of proposals and office files at the centers. A ll Head Start programs were nursery-school, rather than academically, oriented. Results indicated that urban bureaucracy caused depersonalization of the staff and required more written reports than small rural administrative units. However, urban centers had better facilities, a wider range of personnel from which to choose teachers and aides, and a more heterogeneous population from which to recruit children than rural counterparts. Rural centers suffered from transportation problems and from unavailability of social, health, and psychological services. The advantages and disadvantages of Head Start centers being attached to a public school system are also discussed in the report. Appendix A is an interview guide used in the study. A bibliography is included.
Principal Author: Doris S. Chertow.

Index codes 1 6 12 81

1294

Syracuse University. Syracuse, New York.
The Distribution of Teacher Approval and Disapproval of Head Start Children. Final Report.
57p.
1969. ED042509

The main purpose of this study was to determine whether or not a sample of white and Negro Head Start teachers exhibited any bias toward a particular sex or race among their students. Bias was defined as a disproportionate distribution of verbal approval and disapproval. The children were also observed to determine their frequency of "blameworthy" and "praiseworthy" behaviors. A secondary purpose of the study was the observation of general classroom interaction in order to examine its relation to the principles of reinforcement learning theory. Thirteen classes (126 children in all) served as sample, each with a teacher and a teacher aide. Measurement involved pre- and posttesting, 4 hours of classroom observation, and extensive interviews. Results indicate that, with one or two exceptions, the teachers exhibited no racial or sexual bias. It was also found that the Head Start teachers used more disapproval than approval, a pattern of behavior inconsistent with the principles of general reinforcement theory for classroom interaction. Furthermore, the teacher's use of disapproval and approval was not contingent on specific behaviors. There was a significant negative relationship between teacher disapproval and an index of motivation.
Principal Authors: William J. Meyer; David Lindstrom.

Index codes 1 13 82

1295

Syracuse University. Syracuse, New York.
Assessing the Program Environments of Head Start and Other Pre-School Children: A Survey of Procedures. Addendum to Final Report.
202p.
1969. ED131948

The objective of this undertaking has been to identify procedures and perspectives which have potential for assessing program environments of preschool age children, analyze the procedures relative to program components abstracted from known preschool programs, and discuss the results of this analysis in terms of its relevance for future program environment assessment. More specifically, the work described in this report consisted of completing the following tasks: (1) searching and identifying materials, i.e., program documentation procedures, written descriptions of programs, other materials on environments which might be useful; (2) analyzing the procedures for methodological and substantive similarities and differences and developing a perspective on assessment; (3) analyzing programs for their components and the development of a criterion list of program components--as well as elaboration of the concept of program environment; (4) cross-comparison of the procedures with the criterion list for determining the program documentation capacity of existent procedures; (5) examining the results of this work in terms of implications for program assessment and for future development of procedures for program assessment. Many of the rating forms and scales discussed are included in the appendices.
Principal Authors: John Dopyera; Margaret Lay.

Index codes 2 13 81

1296

Syracuse University. Syracuse, New York.
The Adaptive Behavior Rating Scale.
14p.
1972. ED068148

A scale to identify important behaviors in preschool children was developed, and ratings were related to more traditional indices of development and academic readiness. Teacher interviews were used to identify 62 specific behaviors related to maximally adapted and maximally maladapted kindergarten children. These were incorporated into a five-point rating scale consisting of all positive statements which was used in the study as the Adaptive Behavior Rating Scale (ABRS). The resulting scores of two studies using this scale were correlated with the results of Stanford-Binet and Draw-a-Line child assessment measures. The study found a significant but not high relationship, indicating that social competency provides some evidence about the child's intellectual functioning.
Principal Author: William J. Meyer.

Index codes 1 21 24 16 81

1297

Syracuse University. Div. of Special Education and Rehabilitation. New York.
Assessment of the Handicapped Effort in Experimental Regular Head Start and Selected Other Exemplary Pre-School Programs Serving the Handicapped. Volume I, Chapters 1-7. Final Report.
275p.
1974. ED108440

Site visits (1973-74) to [illegible]2 regular Head Start programs, 14 experimental programs, and 10 selected non-Head Start preschool enrichment programs were conducted to evaluate the response of Head Start programs to a 1972 Federal mandate requiring at least a 10 percent enrollment of handicapped children. Sources of information included interviews with Head Start directors, classroom observations, and case studies of individual handicapped children served. Among findings in regular Head Start programs were that reports by many programs of at least 10 percent handicapped children reflected a population of primarily mildly disabled children with very few severely impaired children being served; that essentially no programs had made significant modifications in their physical facilities or programs for severely handicapped children; and that the mandate appeared to have positive effects in increasing a coordinated involvement and effort with families and other community agencies.

Index codes 1 8 12 20 84

1298
Syracuse University. Div. of Special Education and Rehabilitation. New York.
Assessment of the Handicapped Effort in Experimental Regular Head Start and Selected Other Exemplary Pre-School Programs Serving the Handicapped. Volume II, Appendices. Final Report.
261p.
1974. ED108441

Presented are appendices from the final report of an evaluation of the response of Head Start programs to a 1972 Federal mandate requiring at least 10 percent enrollment of handicapped children. Summarized are case studies of 20 handicapped children participating in Head Start. Listed are the 52 regular Head Start programs and 14 experimental projects visited in the study (including the grantee, location, region, and enrollment) and the 10 non-Head Start exemplary programs visited (including the program title, location, and director). Minutes are provided from meetings of the project's senior consultants. The final two sections consist of an interview guide and a questionnaire used to collect data from site visits to the programs studied.

Index codes 2 8 12 20 84

1299
Syracuse University. Div. of Special Education and Rehabilitation. New York.
A Review of Research: Implications for the Head Start Handicapped Effort.
43p.
1974. ED108442

Reviewed is research in early childhood and special education said to have potential relevance for the development of Head Start services for handicapped children. Discussed is research over the past 15 years in two main areas: preschool intervention programs, and critical issues affecting the development of handicapped children and their families. Conclusions are summarized such as that recent preschool and intervention studies have attempted to place greater emphasis on a more total family and community involvement, and that most preschool intervention programs have excluded multiply handicapped and demonstrably disabled children. Implications of the research are seen to include the need for Head Start programs to provide services for handicapped children and their families at much earlier ages, and the need for development of a realistic, manageable pedagogy for integrated preschool programs.

Index codes 1 8 83

1300

Syracuse University. Div. of Special Education and Rehabilitation. New York.
Costs in Serving Handicapped Children in Head Start: An Analysis of Methods and Cost Estimates. Final Report.
160p.
1974. ED108443

An evaluation of the costs of serving handicapped children in Head Start was based on information collected in conjunction with on-site visits to regular Head Start programs, experimental programs, and specially selected model preschool programs, and from questionnaires completed by 1,353 grantees and delegate agencies of regular Head Start programs. Data regarding current and projected expenditures were obtained from sources such as existing budget and financial reports, and interviews with personnel involved in cost accounting. Among major conclusions of the study were that existing accounting practices in Head Start agencies fall far short of permitting complete and accurate documentation of the true costs of serving handicapped children; that estimates suggest that the cost of serving those handicapped children now enrolled (primarily the mildly handicapped) is only slightly more than that for serving any other typical Head Start child; but that the cost of serving severely handicapped children would be significantly greater than for the typical child. Recommendations included the need for a cost accounting procedure which provides for the recording of documented direct costs and an established pro-ration of indirect costs, utilizing programmatic budget procedures; and for the allocation of extra funds for the handicapped to be based on services rendered rather than on numbers of identified children enrolled.

Index codes 1 8 14 84

1301

Syracuse University. Div. of Special Education and Rehabilitation. New York.
A Statement on Policy Recommendations on the Handicapped Effort in Head Start.
16p.
1974. ED108444

The statement on policy recommendations to the Office of Child Development concerns the response of Head Start programs to Federal legislation requiring that 10 percent of their enrollment be reserved for handicapped children. Formulated by a group of independent consultants to a project which studied the handicapped effort in Head Start, the statement is said to have evolved partly from assessment of research data and partly from the deliberations and analyses of the consultants during the project year. Among the ten major conclusions cited are that handicapped children who are admitted are included in regular Head Start programs; that the moderately and severely handicapped appear to be frequently excluded from such program admission; and that Head Start staffs have positive attitudes toward the handicapped and their rights to developmental opportunities. Improvements recommended include the need for Head Start policies to make clear the intent to include children with severe handicaps, and the need for reevaluation of the 10 percent requirement.

Index codes 3 8 84

1302

System Development Corporation. Santa Monica, California.
Effects of Different Head Start Program Approaches to Different Characteristics: Report on Analysis of Data from 1966-67 and 1967-68 National Evaluations. Technical Memorandum.
323p.
1972. ED072859

The second of two reports on a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1966-67 and 1967-68. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Where appropriate in this report, comparisons are made across years concerning the patterns of child-program interaction effects. Chapters 1 through 10 concern the 1967-68 data: (1) design; (2) measures for analysis; (3) the children: entering characteristics; (4) their families: entering characteristics; (5) programs--class and site characteristics, observed classroom use of materials, observed classroom activities, teachers' education and experience; (6) gains associated with Head Start--cognitive and social-emotional measures, parent attitudes; (7) differences in gains for different types of children; (8) differences in gains associated with different program approaches; (9) relationships between program approaches and performance for different subgroups of children; and (10) summary. Chapter 11 presents similar data for the 1966-67 evaluation. Appendices provide frequency distributions for scores on dependent variables for both years. References are provided.

Index codes 1 20 13 7 21 16 84

1303

System Development Corporation. Santa Monica, California.
Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1968-1969 National Evaluation. Technical Memorandum.
394p.
1972. ED072860

The first of two reports of a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1968-69. The study identifies changes associated with Head Start participation and the conditions under which these changes were greatest. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Chapters deal with: (1) Head Start and early childhood education; (2) research and evaluation studies of Head Start and other early childhood programs; (3) designs of the three years' evaluations; (4) limitations in the studies; (5) measures for 1968-69 analysis--program and performance variables; (6) the children: entering characteristics; (7) their families entering characteristics; (8) the programs--teachers, classrooms, activities; (9) gains associated with Head Start--cognitive and social-emotional measures and parent attitudes; (10) differences in gains for different types of children; (11) differences in gains associated with different program approaches; (1) relationships between program approaches and performance for different subgroups of children; (13) summary and conclusions; and (14) executive summary. Appendices provide locations and directions of Head Start E & R centers, more information about variables, and frequency distributions on dependent variables. References are provided.

Index codes 99 83

Talkington, Larry W.
For other entries by this author see Index of Co-authors.

1304 Tamminen, Armas W.; et al.
Minnesota University. Duluth, Minnesota.
An Evaluation of A Preschool Training Program for Culturally Deprived Children. Final Report.
42p.
1967. ED019135

To find out if culturally deprived children show change in academic readiness as a result of special preschool programs, 3 groups of children (14 to 17 in each) in 3 Duluth school areas were pre- and post-tested with the Stanford-Binet and SRA Primary Mental Abilities tests. A control group of 30 children from the same 3 school areas were given the tests but did not attend preschool. The regular Head Start curriculum was used in 1 preschool group while a second group was given special creative Montessori play equipment in addition to the Head Start curriculum. A third group of children had the same equipment and experiences plus a parent coordinator who visited each child's parents 3 times during the summer program in an effort to increase family involvement. All children were retested at the end of the kindergarten year to see how the experimental and control groups compared with each other and with kindergarten pupils in previous years. Analysis of variance of the data showed that the academic potential of disadvantaged children can be increased by preschool training inasmuch as the control group children did not show IQ increases while the IQ's of the experimental groups increased. This increase was retained duirng the kindergarten year. There was no significant difference in the effectiveness of one program over another although too little time may have elapsed for positive Montessori and parental involvement effects to appear.

Index codes 1 13 15 17 24 81

Taub, Herman P.
For other entries by this author see Index of Co-authors.

1305 Tavris, C.
Compensatory Education--Glass Is Half Full.
Psychology Today, 1976, 10(4):63.
HS200380

This is a discussion of the growth and development of the compensatory education movement. Included in the article is a look at Head Start.

Index codes 3 20 82

1306 Tawney, J. W.
Training Letter Discrimination in Four-Year-Old Children.
Dissertation Abstracts International, 1969, 30(3-A):1030-1031.
HS100381

The purpose of this study was to compare the effect of two training procedures on subsequent letter discrimination. It was hypothesized that reinforcement of critical features of stimuli will produce significantly better performance on a test of letter discrimination than reinforcement of noncritical features of stimuli. Thirty Head Start children made up the sample.

Index codes 1 13 21 83

Taylor, Jean.
Temp, George.
For other entries by these authors see Index of Co-authors.

1307

Temple University. Philadelphia, Pennsylvania.
A Study of Family Influences in the Education of Negro Lower-Class Children. Project I.
37p.
1967. ED025309

This study encompasses family influences on education and, particularly, values held by mothers toward the Head Start program. In interviews, 200 Negro mothers indicated satisfaction with the educational experiences in Head Start especially socialization of children. Interviewees felt that the mother role was important. They expressed the most common problems at home as either disciplinary or economic. Mothers perceived themselves as the most important influence on their children; teachers were a close second. Formal learning took place in school, and mothers depended on no significant community agencies for help in the education of their children. Although 73 percent aspired to a college education for their children, only 23 percent thought it would be a reality. Choosing well-known men as models for emulation for their sons, mothers selected civil rights workers of high standards, morals, and courage; and for daughters, mothers selected women of talent, achievement, and positive personality. When asked about models they had actually known, the respondents stressed positive values of economically responsible male roles and maternally responsible female roles. Fourteen tables are included in this document. Principal Author: Robert R. Bell.

Index codes 1 15 81

1308

Temple University. Child Development and Research. Philadelphia, Pennsylvania.
A Study of Cognitive and Social Functioning. Project II; A Study of the Attitudes of Parents of Deprived Children. Project III.
61p.
1967. ED025310

This project deals with characteristic functioning of lower class educationally disadvantaged preschool children, the impact of the preschool experience, and the personality of the child and his readiness to gain from the educational process. The disadvantaged preschool children functioned intellectually and verbally below their middle class peers and were 8 months behind them in language development. Longitudinal data indicate that children who have had preschool training scored higher on test batteries in the first grade, that their language development is superior, and that their academic achievement and attitudes toward learning are significantly higher. Early education intervention is valuable to the development of self-confidence and greater trust in their environment. These children scored higher on dependency on teachers, on aggression, and on achievement striving than did children without preschool training. A study of mother-child interaction will continue, and a study of gainers, nongainers, and losers is underway. Twenty-eight tables and a list of other articles by the author are given. Principal Author: E. Kuno Beller.

Index codes 1 15 16 17 21 81

1309

Temple University. Philadelphia, Pennsylvania.
Child Development Research and Evaluation Center for Head Start, Temple University. Annual Report.
257p.
1968. ED030487

This annual report describes the results of the second year (academic year 1967-68) of research work done in the Child Development Research and Evaluation Center for Head Start at Temple University. Part One of this report discusses the Center's National Data Program and sets out in tabular form demographic and cognitive data obtained on 86 urban children (mostly Negroes) from Philadelphia and 41 Appalachian children (mostly whites) from West Virginia, Kentucky, and Tennessee. A second part of the report presents descriptions and discussions of several faculty studies. Described therein are three projects and nine studies. This research deals primarily with the developmental problems of disadvantaged lower class children.

Index codes 1 21 13 19 81

1310

Temple University. Philadelphia, Pennsylvania.
Child Development Research and Evaluation Center for Head Start, Temple University. Annual Report. 1968 - 1969.
278p.
1969. ED043388

This report of the third year of a Head Start study indicates the diverse range of information gathered on two types of programs (Philadelphia's inner city and Appalachian follow-up) in which the child development research and evaluation center at Temple University participated. Subjects in the Philadelphia sample were 158 Negro chidren equally balanced between the sexes who had attended any one of twelve Head State centers. In the Appalachian sample, the majority of the 41 subjects were Caucasian. They (1) had previously experienced at least a year of Head Start, (2) had been tested in the 1967-1968 evaluation program, and (3) were currently in the first grade. Investigations of cognitive, social-emotional, and physical development which utilized both standardized and specially developed instruments were undertaken. Tabular presentations of test data are included. Faculty studies and research projects which relate to assessment of the continuing influence of Head Start are also included in this document.
Principal Author: Theron Alexander.

Index codes 1 5 16 21 26 81

1311

Temple University. College of Education. Philadelphia, Pennsylvania.
"Need Achievement" Training for Head Start Children and Their Mothers.
36p.
1970. ED048943

This paper reports a short term intervention in the area of "need to achieve" among disadvantaged preschoolers. Changes in measured intelligence were also examined. The study hypothesized that children receiving need for achievement ("n"-Ach) training would score higher on intelligence tests and evidence more of an increase in need for achievement, as measured by the Aronson Graphic Expressions, than children not receiving such training. The 84 black subjects, 46 boys and 38 girls, were divided into two "n"-Ach training groups and two control groups. All subjects were pretested with the Aronson Graphic Expressions design. "N"-Ach treatment for the experimental groups consisted of one hour of training each morning on Head Start school days for three months. The tasks of the trainer were: (1) training in goal setting; (2) development of achievement language ("I will try harder," "I did it"); (3) development of cognitive supports; and (4) development of group supports. Posttests given were the Stanford Binet and Aronson Graphic Expressions. The tested IQ change occurred in the predicted direction but was not significant and there were no significant differences between the two groups in "n"-Ach. The mothers of the children tested were also subjects in a separate "n"-Ach training program.
Principal Author: Surang Kowatrakul.

Index codes 1 7 13 26 23 24 83

1312

Temple University. Philadelphia, Pennsylvania.
Correlates of Curiosity and Exploratory Behavior in Preschool Disadvantaged Children.
Child Development, 1971, 42:939-950.
HS200837

This pilot program had two objectives: to develop measures of curiosity and exploration applicable to preschool children, and to assess the relationship between curiosity and other aspects of emotional and cognitive growth. The study involved 18 4-year-old Negro children in Head Start programs. Data were obtained from preschool observations, teacher and observer rankings, and individual sessions. Measures of curiosity were intercorrelated and suggested consistent reaction patterns among the children. Exploratory behavior was related to differentiation of self-image, expectations of coherence and support in the environment, and concept formation. The data point to a "developmental high risk" group within the disadvantaged preschool population.
Principal Author: Patricia Minuchin.

Index codes 82 1 21 16

1313
Temple University. Phildelphia, Pennsylvania.
Culture, Cognition, and Social Change: The Effect of the Head Start Experience on Cognitive Patterns.
20p.
1973. ED086315

This study determined which intellectual abilities account for IQ changes over the school year. All the Head Start subjects involved in the study (35 boys and 33 girls, mean age 44. 1 months) lived in poverty under conditions of urban deterioration. The subjects were initially given the Stanford-Binet Intelligence Scale in the fall and were tested again 6 months later. Tasks from the Binet were grouped according to categories: comprehension, verbal ability, performance, drawing, visual perception, and memory. The findings indicated that in the overall shift in the pattern of cognitive abilities, change in two categories (visual perception and comprehension) accounted for the rise in IQ encountered during the Head Start year. Principal Authors: Theron Alexander; Judith Stoyle.

Index codes 1 24 83

1314 Tenbrink, Gerrit.
The Role of the Child Development Teacher Under Project Head Start as Perceived by the Curriculum Directors and the Child Development Center Teachers.
Dissertation Abstracts International, 1967, 27(9-A):2812.
HS100382

The purpose of the study was to identify the role of the teacher in the child development center under Project Head Start as perceived by (1) the curriculum directors of the training institutions; and (2) a random sample of child development center teachers employed during the summer of 1965. The two perceptions were then compared. Questionnaires were used to assess attitudes. The role of the teacher was considered in the following five categories: (1) administration; (2) supervision; (3) counseling; (4) public relations; and (5) instruction.

Index codes 1 12 83

1315 Terry, Gwenith L.
Parent Participation in Decision-Making in Year Round Head Start as a Predictor of Reading Readiness.
Dissertation Abstracts International, 1971, 31(9-A)4394.
HS200383

The study sought to determine whether differences in the level of parent participation in decision making in Project Head Start, or differences in opportunities offered for such participation, could be employed to partially explain differences in reading readiness scores of children.

Index codes 1 15 22 83

1316

Texas Migrant Council, Inc. Laredo, Texas.
Interstate Migrant Human Development Project.
14p.
1972. ED097107

This report discusses the background study, and proposed objectives, mode of operation personnel training, staff, assessment, and facilities of a Head Start relocation service for migrant families. Included is a description of the establishment of such a relocation service which provided follow-up social services activities from one state to another. The proposed program utilizes a "human developer" (a paraprofessional) to work with families: (1) to initiate new services where none exist and to adapt existing services to meet migrant needs, (2) to see that comprehensive services for the whole family--adults as well as children--are provided, (3) to provide a community liaison service (for public relations, cultural interpretations), and (4) to provide for follow-up needs as the migrant family moves from place to place. The unique feature of this paraprofessional is that he would be drawn from a migrant background and would relocate from home base to northern work locations and then return to the home base. The potential of this type of relocating service for the migrant is evaluated, and its relation to overall Project Head Start operations is evaluated.

Index codes 1 12 26 83

1317

Texas University. Child Development Evaluation and Research. Austin, Texas.
Outcomes of Individual and Programmatic Variations Among Project Head Start Centers, Summer 1965. Final Report.
265p.
1966. ED014325

A 15-month evaluation research study of the 1965 Summer Head Start programs was conducted throughout the State of Texas. A schematic model of interacting factors operating through Head Start programs to produce and predict changes in educational development and in out-of-school environment was developed. This model generated the empirical evaluation research. It was thought that variations in teaching behavior patterns would have an effect on various kinds of behavioral changes in the pupils. Seventy Head Start centers in 40 communities were chosen and presumed to be adequately representative. A new rating-scales device, the observor's rating form, was developed to measure the classroom behavior of the 1256 teachers. Trained observer teams made observation visits to the classrooms. Children, randomly chosen from the classrooms, were tested by qualified psychometrists early in the eight-week program and again late in the program. Tests administered were the Peabody Picture Vocabulary Test, the Sequin Form Board, Hubbard's Group Adaptation of Bender's Visual Motor Gestalt Test, and Caldwell's Preschool Achievement Inventory. The one salient conclusion drawn from the report is that the 1965 Summer Head Start program in Texas changed the children in variable yet generally significantly predictable ways such as in school readiness.
Principal Author: John Pierce-Jones.

Index codes 1 13 19 21 81

1318

Texas University. Child Development Evaluation and Research. Austin, Texas.
Pre-Test Report on National Head Start Evaluation.
46p.
1967. ED122933

This pretest report on the National Head Start Evaluation Project gives data on ethnicity and ages of children enrolled in four Head Start centers in Oklahoma, New Mexico, and Arizona, and describes the present status of evaluation at these centers. Completed pretests, proposed evaluation instruments, and available pretest data are presented. Appendices, which make up two-thirds of the report, give pretest distributions of scores on the Stanford Binet and distributions of chronological ages by location, ethnicity, and sex.
Principal Author: John Pierce-Jones.

Index codes 1 24 83

1319

Texas University. Child Development Evaluation and Research. Austin, Texas.
Proceedings of a Meeting of the Head Start Planning Committee With the Staff of the Child Development Evaluation-Research Center (Southwest) (University of Texas, Austin, March 29, 1967).
153p.
1967. ED122934

This document is a transcript of the proceedings of a one-day meeting held in Austin, Texas, on March 29, 1967. Participants included representatives of the national Head Start Planning Committee, the Head Start Research and Evaluation Division in Washington, D. C., and the staff and study directors of the regional Child Development Evaluation and Research Center at the University of Texas at Austin. Discussions concerned the initiation of Project Head Start research in the Southwest, the scope of Head Start evaluation, evaluation study samples and statistical strategies, and research reports on: (1) the effect of neural conductivity efficiency on cognitive development, (2) the relationship between dialect and socialization, (3) the effect of response style on perceptual skills, (4) the oral language development of Head Start graduates, (5) the development of tests for bilingual children, (6) cognitive style and conceptual conflict in culturally deprived children, (7) predicting learning disorders from early life history, and (8) influencing parent and teacher attitudes by rewarding children.
Principal Author: John Pierce-Jones.

Index codes 3 21 25 7 83

1320

Texas University. Child Development and Research Center. Austin, Texas.
Final Report on Head Start Evaluation and Research: 1966-67 to the Institute for Educational Development. Section VI: The Measurement of Bilingualism and Bicultural Socialization of the Child in the School Setting: The Development of Instruments.
238p.
1967. ED019122

This document is the final report on Head Start evaluation and research - 1966-67 to the Institute for Educational Development. Section VI examines the measurement of bilingualism and bicultural socialization of the child in the school setting through the development of instruments.
Principal Author: Edward J. Cervenka.

Index codes 81 2 16 23 25

1321 Texas University. Child Development Evaluation and Research.
Austin, Texas.
Final Report on Head Start Evaluation and Research--1966-67 to the Institute for Educational Development. Section VII, Sensory and Perception Studies.
54p.
1967. ED019123

Three studies of preschool children are included in this evaluation report. (1) "'Neural conductivity' and achievement in culturally deprived students." Neural conductivity was inferred from a correlation between pupillary response and children's preschool performance. Complications in acquiring and using the necessary equipment resulted in the availability of only 7 subjects and insufficient data for analysis. (2) "Stimulus preference among children of different ethnic backgrounds." Preference for color or form, symmetrical or asymetrical dimensions was tested with children of Negro, Indian, and Anglo backgrounds. Subjects were shown 40 1-foot-square cards, each with 3 stimuli arranged in a triangle, and asked to make selections. Results showed that personality variables and socialization influences affected stimulus preference, with children from a certain cultural background generally preferring the same stimuli. (3) "A perceptual component of visual-analytic skills." A Tachistoscope was used for children to view drawings of classroom objects and to indicate recognition by identifying the actual objects. A visual-analytic skills test, developed for the experiment, was used as a criterion instrument of form perception accuracy. The experimental treatment was ineffective in producing visual discrimination accuracy gains over an 8- to 10-week period.
Principal Author: David S. Holmes.

Index codes 1 13 17 21 26 81

1322

Texas University. Child Development Evaluation and Research.
Austin, Texas.
The Observer's Rating Form: Experimental Rating Scales for Use in the Direct Observational Assessment of Dimensions of Teacher Behavior in Preschool and Primary Grade Classes. Observer's Manual.
47p.
1967. HS100516

The Observer's Rating Form (ORF) is designed to guide observers in rating specific behavior patterns of teachers in preschool and primary grade classes. Most of the 49 ORF items are rated on 7-point scales to reflect amount, intensity, or frequency of some teacher behavior. Fifteen items appraise the degree of the teacher's effort to encourage communicative behavior or cognitive-symbolic growth in children. Six items deal with the teacher's presentaton of visual and auditory stimulation. Five items cover areas of teacher behavior which bear upon children's social behavior, such as teaching respect for others and for property. Eleven items relate to teaching which might enhance and nurture the emotional development of children and cover such matters as the teacher's sensitivity to children's individual needs. Teacher behavior presumably capable of influencing the child's motivation is the concern of seven items. The last five items deal with the teacher's own need to gain appreciation from children, tolerance of deviant behavior, flexibility, types of punishment used, and the tendency to develop a questioning orientation in the child. Specially trained observer teams of two persons record data through direct observation of teachers in their classes and from personal interviews. The directions for observing and scoring the ORF are specified and a Project Head Start Center Observer's Rating Form is included.
Principal Author: Bill S. Caldwell.

Index codes 82 2 12

1323

Texas University. Child Development Evaluation and Research.
Austin, Texas.
Annual Research Report of Completed and Incomplete Investigations for National Head Start Evaluation.
18p.
1968. ED025320

A list of nine completed investigations and two progress reports of incomplete investigations makes up this annual research report. One incomplete project is concerned with bilingual instruction and other compensatory education programs for Mexican-American children in the Southwest. The objective of the other incomplete project is to examine relationships between motivational variables and retention processes. A bibliography is also included.
Principal Author: John Pierce-Jones.

Index codes 99 81

1324

Texas University. Child Development Evaluation and Research.
Austin, Texas.
Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity. Section I: Parts A and B.
81p.
1968. ED023457

This document is section one of a final report on Head Start Evaluation and Research for 1967-68 by the Child Development Evaluation and Research Center of the University of Texas at Austin. This section is composed of two studies: (A) Middle Class Mother-Teachers in an Experimental Preschool Program for Socially Disadvantaged Children and (B) Accuracy of Self-Perception Among Culturally Deprived Preschoolers.
Principal Author: John Pierce-Jones.

Index codes 99 83

1325

Texas University. Child Development Evaluation and Research.
Austin, Texas.
Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity. Section I: Part A, Middle Class Mother-Teachers in an Experimental Preschool Program for Socially Disadvantaged Children.
59p.
1968. ED023454

A short term preschool readiness program was designed in 1967 to employ nonpedagogically trained middle class mothers as teachers for preschool disadvantaged children. The children chosen for this study were 43 Mexican-Americans and five Negroes from lower class families. Three classrooms, consisting of 12 children and three mothers each, were established. The remaining 12 children became part of a novel "home acculturation" group in which the children, in groups of four, went to the mother-teacher's home for the whole 6-week summer program. All children were administered intelligence tests during the first and sixth weeks of the program. A control group was tested and the results compared to the experimental group, but it was not possible to say that the two groups had similar entering abilities, and the test scores' analysis was inconclusive. The scores from the two experimental programs showed an increase from pretesting to posttesting but no significant differences between programs. An overall gain in achievement motivation was found for all children, although there was a significantly greater gain for those initially low in motivation on the pretests. No significant differences were found between the experimental and control groups.
Principal Author: John Pierce-Jones.

Index codes 1 9 12 16 21 25 26 83

1326

Texas University. Child Development Evaluation and Research. Austin, Texas.
Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity. Section I: Part B, Accuracy of Self-Perception Among Culturally Deprived Preschoolers.
17p.
1968. ED023455

Seventy culturally deprived preschool children, primarily of Mexican-American ethnicity, were chosen to participate in this study of self-perception. One of the most important aspects of a child's personality development concerns the conceptions he has of himself. It is posited that two important influences upon these conceptions are (1) interpersonal relationships and (2) physical environment. To test these postulates, 39 of the subjects of this study were placed in an experimental class presided over by mothers with no teacher training and with a ratio of one adult to four children. The remaining preschoolers attended a regular Head Start class. It was hypothesized that all subjects would demonstrate greater sensitivity to their own selves at the conclusion of the 6-week summer program than they had at the beginning and that the children in the experimental class would show a more significant change in accuracy of self-perception than the others because of the low adult-child ratio. A Doll-Self Point task and a Draw-A-Person task were used as pretests and posttests. The results from these tasks supported the first part of the hypothesis and, with reservations, the second part. Although the experimental class group showed significantly greater increases in self-drawing scores, they also had higher pretest scores.
Principal Authors: John Pierce-Jones; Joanna Jones.

Index codes 1 13 16 25 83

1327

Texas University. Child Development Evaluation and Research. Austin, Texas.
Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity. Section II: Achievement Motivation and Patterns of Reinforcement in Head Start Children.
124p.
1968. ED023458

Eighty-six Negro and Mexican-American children were divided into experimental and control groups in a study designed to learn the effects of an 8-week Summer Head Start program on the achievement motive of these children. The study was based on McClelland's theory of achievement motive and the models of Atkinson and Aronson. Children were pretested and posttested with the Aronson and Level of Aspiration Tests. Data concerning teachers was collected on the Observer's Rating Form. Mothers filled in the Winterbottom Questionnaire. Both ethnic groups of children made gains in achievement motive. The total Head Start experience was apparently responsible for the change in subjects towards motive to avoid failure. Head Start reinforcement practices were more structured and systematic than is common to lower class parents' practices. Type of reinforcement is associated with the development of the achievement motive. Because teacher aides spend much time with the children, a workshop on the nature and effects of reinforcement is recommended as part of any future aide training program. Facsimiles of the Spanish and English questionnaire forms and the rating scale are in the appendices.
Principal Author: Renato Espinosa.

Index codes 1 16 21 25 26 83

1328

Texas University. Child Development Evaluation and Research.
Austin, Texas.
A Head Start Control Group. Part of the Final Report.
14p.
1968. ED026128

A study was conducted to determine if the observed changes in Head Start children were related to the practice effects inherent in a test-retest situation. The "control" group consisted of 64 children who had been eligible for a Head Start program. They roughly matched a group of Head Start (HS) children in IQ scores, age, and socioeconomic level. On two occasions, with about 83 days between testings, the Stanford-Binet and Preschool Inventory tests were administered to the control group. The same tests had been administered to the HS group in a study by Temp and Anderson in 1967. The control group did not have a statistical gain in Stanford-Binet IQ scores, whereas the HS group did have. On the Preschool Inventory both groups showed statistically significant gains in most instances. The results support the position that the gains in the Stanford-Binet IQ scores were atrributable to Head Start practices and that the increases in the Preschool Inventory scores were attributable to maturation. The Preschool Inventory should be scored to allow for maturational differences. Tabulated data are included.
Principal Author: Grover Cunningham.

Index codes 1 24 81

1329

Texas University. Child Development Evaluation and Research.
Austin, Texas.
The Relationship Between Specific and General Teaching Experience and Teacher Attitudes Toward Project Head Start. Part of the Final Report.
43p.
1968. ED025323

One hundred and forty-five Head Start teachers, from lower-middle class families, attended a workshop in 1965 before working in the Head Start program. During the workshop and again in 1967 they filled out autobiographical and experience forms. The forms were used to test three hypotheses regarding differences associated with differential teaching experiences. Teachers were grouped according to their years of teaching experience and type of experience; i. e., general or with the culturally deprived. Results by analysis of variance indicated significant differences between groups of teachers on variables measuring teachers' perceptions of the effectiveness and acceptance of Head Start, their awareness of the effects of cultural deprivation, their perceptions of their success as Head Start teachers, and a comparison of Head Start and non-Head Start children from similar environments. Generally, the more general the experience, the more stable and positive were the teacher attitudes. The same was true with teachers with no experience or six or more years of specific experience. Due to cognitive traces from previous experience, experienced teachers had greater insight into problem areas and could more easily incorporate new experiences with the culturally deprived. All attitudes of all groups were positive. Areas for additional research in this subject are suggested. Ten tables and several graphs are given.
Principal Authors: Swen Helge; John Pierce-Jones.

Index codes 1 12 83

1330

Texas University. Child Development Evaluation and Research.
Austin, Texas.
Curricular Intervention to Enhance the English Language Competence of Head Start Children. Part of the Final Report on Head Start Evaluation and Research: 1968-69 to the Office of Economic Opportunity.
150p.
1969. ED039032

This research was designed to assess the effects of various curriculum materials and different levels of teacher training on the cognitive, intellectual, and language development of full-year Head Start children who were given intensive language training. The curriculum materials used were the Sullivan-Buchanan Readiness Program, the Sullivan Enrichment Supplement, the Swanson Supplement, and the Reinstein Reinforcement Program, which are described in detail. There were three control groups and 10 experimental groups (five each of English and Spanish speakers) grouped according to curriculum materials and levels of teacher training. Children were pre- and posttested on a battery of language and intelligence tests to determine the extent of changes in their language competence. There were significant pretrial intergroup differences on the dependent variables; however, results must be seen in the light of differing subject populations. The experimental groups who received a structured language program showed more improvement than the control groups who did not. More than one-half of this document is comprised of data in tabular form.
Principal Authors: John Pierce-Jones; Grover Cunningham.

Index codes 1 1 23 24 25 81

1331

Texas University. Child Development Evaluation and Research.
Austin, Texas.
Family Factors Related to Competence in Young, Disadvantaged Mexican-American Children. Part of the Final Report on Head Start Evaluation and Research: 1968-69 to the Office of Economic Opportunity.
24p.
1969. ED037248

As part of the continuing search for the environmental antecedents of competence in young children, this study investigated several parameters of a population of disadvantaged Mexican-American children. The factors of child competence on which this study focused were behavioral adjustment and linguistic ability. The antecedents of competence were sought in family variables, specifically in overall family constellation, parental language patterns, child-rearing attitudes, parental self-concept, parental and other roles within the family, and various attitudinal concepts. The sample of disadvantaged Mexican-American children consisted of 134 5-year-old Head Start enrollees. After the subjects were rated on behavioral adjustment and language ability (by teacher ratings and language scores), 20 were selected for a High-Adjustment, High-Language (H-H) group and 20 others for a Low-Adjustment, Low-Language (L-L) group. Familial data were collected on 15 children in each group. Analysis of the child competence data reveals a moderate relationship between behavioral adjustment and linguistic ability. Analysis of familial data and the child competence data suggests more adequate family adjustment and more favorable "semantic structure" regarding school-related concepts in the H-H group.
Principal Authors: James M. Stedman; Richard E. McKenzie.

Index codes 1 15 23 19 25 81

1332

Texas University. Child Development Evaluation and Research. Austin, Texas.
The Influence of Two Counseling Methods on the Physical and Verbal Aggression of Preschool Indian Children. Part of the Final Report on Head Start Evaluation and Research: 1968-69 to the Office of Economic Opportunity.
93p.
1969. ED037243

The purposes of this study were (1) to investigate the influence of anthropomorphic models as a therapeutic vehicle to help 5-year-old Indian children to appropriately handle, and thereby decrease, physical and verbal aggression, and (2) to investigate the influence of group counseling with Indian mothers as it affects agression in their preschool children. Subjects in the 8-week study were 30 children randomly assigned to three groups. In Group I, children were placed in a controlled environment with human-feature, life-size dolls. Mothers of Group II met for 90 minutes weekly to see a film and participate in group counseling. The counseling model used was perceptual modification through verbal reinforcement. Group III was the control group. Pre- and post-observations and ratings were made for the subjects on an experimenter-designed instrument which measured quantitative aggression responses. Study results revealed no significant differences in physical, verbal, or total aggression between experimental and control groups before or after treatment. Indian mothers significantly increased verbal output during treatment, but results indicated that this change bore no relationship to children's aggressive behavior at preschool.
Principal Author: Sheldon Prestwich.

Index codes 1 13 15 26 19 81

1333

Texas University. Child Development and Research Center. Austin, Texas.
The Effect of the Reinstein Reinforcement Schedule on Learning of Specific Concepts Contained in the Buchanan Language Program. Part of the Final Report on Head Start Evaluation and Research: 1968-69 to the Office of Economic Opportunity.
21p.
1969. ED037242

The Reinstein Reinforcement Schedule, based on a simple program of reinforcement for success and nonreinforcement for failure, was one of the important variables introduced in the University of Texas 1968-69 Head Start Intervention Study. The effect of the schedule was assessed as part of an evaluation of the Buchanan Language Program. Three groups of children were compared: A group of Negro English-speaking children, a group of Mexican-American children, whose first language was Spanish (who were tested throughout the language program with the Schedule), and a second Mexican-American group who did not receive the Schedule. The groups were compared for mastery of concepts in the language program and on the Metropolitan Reading Readiness Test to test for generalization of learning effects. Results controlled for ethnic group support the hypothesis that improved learning may result from the use of the Schedule. An investigation of possible effects of nonreinforcement, using a specially devised criterion, revealed no effects. Informal observation suggested that the positive effects of the Schedule could well be duo to the additional practice the children receiving it obtained.
Principal Author: Renato Espinosa.

Index codes 1 13 21 25 82

1334

Texas University. Child Development Evaluation and Research.
Austin, Texas.
A Comparison of Head Start Children With a Group of Head Start Eligibles After One Year in Elementary School. Part of the Final Report.
6p.
1969. ED037247

In this study, a group of first graders who had attended full-year Head Start were compared cognitively to a group of first graders who had been eligible for Head Start but did not attend. Results of the study may be suspect because the children who participated in Head Start were selected from the most deprived of those eligible; therefore study groups may not have been comparable. Both groups were tested on the Stanford-Binet and the Preschool Inventory before and after first grade and on the Gates-MacGinitie Reading Test, Primary A, after first grade. Results indicated that at the beginning of the year the groups were the same in some areas and different in others. At the end of the first grade there were no significant differences between the two groups. The experimental group seemed to have a higher rate of gain than the control, but the difference was seldom significant. It is concluded that there is a tenuous case for saying that the similar scores of the two groups upon completion of first grade indicate the academic effectiveness of Head Start because the selection process placed the more deprived children in the experimental group.

Principal Authors: Grover Cunningham; John Pierce-Jones.

Index codes 1 21 83

1335

Texas University. Child Development Evaluation and Research.
Austin, Texas.
A Pilot Project Using a Language Development Program with Preschool Disadvantaged Children. Part of the Final Report on Head Start.
13p.
1969. ED037245

A 3-month pilot project was undertaken at the University of Texas to gain experience in administering the Cynthia Buchanan Language Program (Buchanan, 1967) and to test its effectiveness in making meaningful changes in the language development of disadvantaged Mexican-American preschoolers. A group of 114 Mexican-American children were chosen as experimental subjects who would receive instruction from the Buchanan Program, while another group of 101 subjects served as the control. It was hypothesized that while both groups would make significant gains in language development, the rate of gain of the experimental group would be significantly greater than that of the control group. Both groups were pre- and posttested with the Metropolitan Reading Readiness Test, the Murphy-Durrell Reading Readiness Analysis, the Gates Reading Readiness Test, and the Lee-Clark Reading Readiness Test. The results solidly supported the hypothesis. Next, an analysis of covariance was run on the data to determine whether or not the results were generalizable to all levels of beginning scores. The results of the analysis indicated that they were not generalizable.

Principal Authors: Grover Cunningham; John Pierce-Jones.

Index codes 1 23 22 13 25 81

1336

Texas University. Child Development Evaluation and Research. Austin, Texas.
Parent Involvement in Project Head Start. Part of the Final Report on Head Start Evaluation and Research: 1968-1969 to the Office of Economic Opportunity.
101p.
1969. ED037244

The present study was an attempt to assess the impact of Project Head Start upon the parents of children who participated in a 6-month Head Start intervention program in Austin, Texas. The sample was comprised of 57 Negro and 51 Latin-American parents. From the Parent Interview, which was administered to the female caretaker (usually the mother) of each child enrolled in the Head Start program both before and after the intervention had taken place, scales were constructed to measure the level of general optimism reported by each parent, and the aspiration level for the participating child reported by each parent. It was hypothesized that prior parental experience with Project Head Start, current parental experience with the program, and active parental participation in the program would increase parental scores on the two scales. None of these hypotheses was confirmed. It was further predicted that children of parents who showed favorable changes on a scale would gain more from their own Head Start experiences, in terms of changes in the scores on the tests administered to them both before and after the program, than children of parents who showed unfavorable changes on that scale. This prediction was not confirmed. It was also hypothesized that Latin-American parents would show more favorable change on the scales than Negro parents; this hypothesis was not confirmed.
Principal Authors: Sylvia H. Jacobs; John Pierce-Jones.

Index codes 1 7 15 82

1337

The Federal Government, Child Care and the Child Development Associate: A Dissenting View.
Child Care Quarterly, 1973, 2(2):136-141.
HS200118

This is a discussion of the Child Development Associate credential. Child care is viewed from several perspectives: recent history of legislation, budgetary considerations, and the Child Development Associate.

Index codes 3 12 82

Thomas, Jerry R.
For other entries by this author see Index of Co-authors.

1338 Thomas, Stanley, B., Jr.
Providing Services to Children: The Role of the Office of Human Development in Child Advocacy.
Speech given at the Annual Meeting of the National Council of Organization for Children and Youth, Washington, D.C., September, 1974. 31p.
ED099120

This speech describes the role of the development of health, education, and welfare and the Office of Human Development in providing services to children and emphasizes the need for nongovernmental groups to aid in child advocacy. The federal role, as embodied in OHD, is one of developmental assistance to vulnerable groups in society. Specific programmatic initiatives designed to meet youth needs are mentioned. More detailed descriptions of two program areas are given: Project Head Start (programs for handicapped children) and foster care plans now being tested and implemented. OHD's work in implementing the Child Abuse Prevention and Treatment Act is also described. The development of a youth services system is planned which will coordinate networks of all youth services, both public and private, in local communities. It is suggested that help is needed from organizations outside the government, specifically to play an advocacy role and to provide stimulus for new ideas on program needs and development.

Index codes 83 3 20

1339 Thompson, Margery.
Head Start Teaches Lessons Board Members Should Learn.
American School Board Journal, 1980, 167(6):31-33.
EJ225505

Looks at evaluations of the program to frame a discussion of the troubled history of Head Start and its current favored position.

Index codes 01 3 12 20

1340

Thompson, Lewin & Associates, Inc. Washington, D.C.
Leadership Development Programs and State Training Offices.
1972. HS200803

This evaluation is part of the Office of Child Development's training and 1972 technical assistance plan for Region IV. The report is designed to assess past and present levels of performance, assess the potential for more effective services, identify weaknesses, and yield data for use in the 1973 plan. The focus is on the effectiveness of leadership Development Programs and State Training Offices. Programs in North Carolina, South Carolina, Georgia, Alabama, Florida, Tennessee, Kentucky and Mississippi are analyzed, particularly in relationship to Head Start.

Index codes 1 12 83

Thompson, Robert P.
Thomson, Carolyn L.
Thorndike, Robert L.
For other entries by these authors see Index of Co-authors.

1341 Thursby, Marilyn P.
Effects of Head Start and Follow Through on Dependency Striving, Dependency Conflict, and Autonomous Achievement Striving.
Dissertation Abstracts International, 1971, 32(2-A):801.
HS200384

This study examined the effects of variation in length of preschool experience on selected behavior patterns in first grade disadvantaged children. Measures and predictions of dependency striving, dependency conflict and autonomous achievement striving were utilized.

Index codes 1 12 16 83

Timpane, P. Michael
For other entries by this author see Index of Co-authors.

1342 Toffler, Alvin, ed.
The School in the City.
New York: Praeger; 1968. 255p.
HS100733

In July 1967, leading authorities in government, civil rights, sociology, psychology, urban planning, education, and architecture met at a conference focusing on the role of the city schoolhouse in reversing urban decay in America. Consisting of 17 of the presentations from that conference, this volume emphasizes not only the social ties between school and city and the need for administrative overhaul but also physical facilities and their impact on educational programs. The papers in Part I describe the breakdown of the boundaries between school and city and the new ways in which they interrelate, and the demographic, financial, political, and social changes that are affecting cities. Part II discusses how the schoolhouse in the city will be principally populated by disadvantaged learners and offers suggestions for changing schools to meet needs. A model is presented of a community-centered school that draws parents, community leaders, teachers, and administrators into the educational process. Also discussed are alternatives to urban public schools, and the case for school decentralization and community control. Part III deals with the schoolhouse as an agent of change, describing how the schoolhouse can key the redesign and revitalization of cities. Concepts such as the combined-occupancy school and the education park are illustrated.

Index codes 3 6 82

Toll, Sherran.
For other entries by this author see Index of Co-authors.

1343 Torczyner, James L.
Marin Head Start: A Case Study in Community Control.
Dissertation Abstracts International, 1974, 34(11-A):7335.
HS200385

This study examines a series of related assumptions and theoretical propositions regarding the effects of community control on educational performance. Two Head Start programs in Marin County are compared. One was operated by parent board members and the other was administered by the public school system.

Index codes 1 6 12 83

Tramontana, Joseph.
Traxler, Anthony J.
For other entries by these authors see Index of Co-authors.

1344 Tucker, Eugene.
The Follow Through Planned Variation Experiment: Threats to Construct Validity.
10p.
1978. ED153729

This paper explores problems of construct validity in the evaluation of the Follow Through Planned Variation program. Comments center around political ramifications of the program evaluation design, insufficient knowledge on the part of program planners, the diversity of the experimental options, and the instability of the sample. It is suggested that the political problem of whether the program was to operate in a service or an experimental mode resulted in confusion over what sort of infomration an evaluation was to provide; this made it impossible to construct and validate instruments for the multidimensional program that Project Follow Through was. It was assumed that expected program impact would be great enough to overcome the marginal biases of the standardized tests used. The fact that planners were forced to start the evaluation with insufficient information about constructs being addressed by different program developers, and insufficient time to develop or select an appropriate testing battery, resulted in a test battery of questionable construct validity. Also, because of the longitudinal nature of the evaluation, evaluators were not free to choose alternate batteries. Another problem resulted from the varying number of replications; among the 22 experimental options funded, replications ranged from one to 14. Finally, sample attrition exceeded 50 percent. It is concluded that more attention to construct validity is needed if meaningful educational evaluation is to be done.

Index codes 81 2 12 20 10

1345 Tucker, Eugene.
The Follow Through Planned Variation Experiment: What is the Pay-Off?
20p.
1977. ED141449

This paper, written from an historical perspective, considers the impact of the Follow Through program on disadvantaged students. Social and economic conditions, attitudes, and political issues in disadvantaged communities are addressed. The target groups, fiscal decisions, and financial outlays under the Economic Opportunity Act are critically analyzed. The administration of the Follow Through program by the U.S. Office of Education (USOE) is examined. The roles and impact of parental involvement in the educational process are presented. The various policy changes of the program as a result of different Federal administrations are explored. The problems, implementation, and impact of the program relative to educational research strategies are discussed. A retrospective review of the length, nature, and implementation of the Follow Through program is analyzed and evaluated. The roles of Local Education Agencies (LEA) are examined. The three way relationship between the USOE, the model developers, and the LEA's is discussed. A summary statement of recommendations prepared by the National Advisory Commission on Civil Disorders is contained in this report to indicate the scope of early intervention programs such as Follow Through.

Index codes 81 2 12 20 10

1346

Tulane University. New Orleans, Louisiana.
Head Start Evaluation and Research Center, Tulane University.
Annual Report.
83p.
1968. ED029705

To measure the effects of group programmed instruction on aspects of reading in Head Start children, the Sullivan Associates Readiness in Language Arts series was used with approximately 15 children in each of five Head Start classes. An equal number served as controls. Pretests and posttest were Lee-Clark Readiness Test, Murphy-Durrell Analysis, and Gates Reading Readiness Tests. Data provided evidence that the experimental groups had greater achievement in (1) recognition of letter symbols, (2) identifying names of letters, and (3) familiarity with numbers and printed letters of the alphabet. Th control groups made greater advances in (1) both similarities and differences in word formation, (2) learning more words in one day under standard conditions of presentation, and (3) being able to understand oral instructions and sensitivity to sounds of words. Studies are underway in three more areas: moral judgement in young children as a function of selected abilities, behavioral correlates of nutritional states in young children, and conditions under which Head Start's benefits to children and families are maximized. Procedures are outlined for these projects.

Index codes 1 22 16 5 7 82

1347

Tulane University. New Orleans, Louisiana.
Tulane University Head Start Evaluation and Research Center.
Annual Report.
70p.
1969. HS100575

The purpose of this investigation was to determine whether preschool educational instruction in a specific area -- for example, reading readiness -- would improve achievement in that area and in related areas such as reading, language, and intellectual development. Thirteen Head Start classes in Alabama and Mississippi were studied to assess the effectiveness of a "packaged" language development program. The materials used in the experimental classes included Readings in Language Arts Program by Cynthia Buchanan, Readiness in Language Arts Enrichment materials, the Reinstern Reinforcement Program, and supplementary material designed by Rebecca Swanson. Each experimental class was observed by a monitor each week. A sample of comments made by the monitors is provided. Separate statistical information and data analyses are presented for Alabama and Mississippi. The hypothesis that experimental classes using the basic language program and supplementary materials would show more improvement than control classes was not completely upheld. Observations noted on Head Start Intervention Check Lists may have had an effect on the outcome of the intervention program. Recommendations are made to use professionally certified preschool educators and trained aides.

Index codes 82 1 13 21

1348

Tulane University. New Orleans, Louisiana.
Nutritional Status of New Orleans, Mississippi and Alabama Head Start Children. Final Report.
93p.
1969. ED047785

Three purposes guided compilation of this final report on the nutritional status of New Orleans, Mississippi, and Alabama Head Start children: (1) to evaluate the causes of anemia through detailed studies of urban New Orleans preschool children and their mothers, (2) to study the effect of dietary supplementation of school feeding programs upon the nutritional status of groups of anemic and non-anemic children in preschool and kindergarten programs, (3) to use nationally standardized procedures to collect and integrate New Orleans data with data obtained from Mississippi and Alabama studies on rural and semi-urban children. The New Orleans study was conducted in three phases and utilized control and nutritionally supplemented groups when they were available. Comparison procedures were used, based on thirteen analyses of blood and urine data. The report's general conclusion was that it is not possible to ascertain or to influence the hematological status of the populations investigated. One third of this document is made up of tables which permit an examination of the number of individuals tested for each parameter, for each school, and for variation between schools.

Principal Author: Jack L. Smith.

Index codes 1 5 81

1349

Tulane University. New Orleans, Louisiana.
Behavioral Data from the Tulane Nutrition Study.
23p.
1970. ED043375

Does nutritional deficiency retard psychological development? The Tulane Nutrition Study reports the first segment of its research based on extensive analysis of psychological and nutritional data gathered predominately on children who attended five, 6-week Head Start programs. Scores on a battery of eight psychological tests and two hematological measures (hematocrits and hemoglobin) provided baseline indices of psychological and nutritional status. Initial statistical tests failed to show differences that could be reliably interpreted as developmental retardation. Further analysis involved a pilot study in which dietary intervention produced an improvement in blood levels for the most deficient subgroup. No generalizations can be made until subsequent analysis (1) resolves issues raised by age, (2) controls for initial lack of equivalence in intervention groups, and (3) examines individual differences in nutrition and behavior profiles. Future research will focus on individual cross-sectional approaches and on follow-up studies involving selected children.

Principal Author: Jefferson L. Sulzer.

Index codes 1 5 16 21 83

1350

Tulane University. New Orleans, Louisiana.
Head Start Follow Through Program Intervention in Reading Readiness and Reading. Annual Report.
47p.
1970. ED131452

This follow-up study assessed the effects of two different intervention strategies on the reading, language, and intellectual development of preschool children who participated in a North Carolina Head Start program during the period from 1968 to 1969. Children in the experimental group received structured language arts instruction in the first grade, through the Sullivan Reading Readiness Program, the Sullivan Reading Program, and the Buchanan Readiness in Language Arts Program, while children in the control group received no structured intervention. Data revealed that children exposed to the structured conditions did not receive significantly different scores on a battery of tests conducted at the end of the first-grade year than did children who received only the Head Start experience.

Index codes 1 21 13 81

1351

Tulane University. New Orleans, Louisiana.
Hungry Children Lag in Learning.
Opportunity, 1971, 1(3):10-13.
EJ040808

This article describes research done by the Tulane University Childhood Research Center in New Orleans on children enrolled in Head Start programs--investigating the relationship between psychological development and nutrition.

Index codes 3 5 81

Turnbull, Ann P.
For other entries by this author see Index of Co-authors.

1352 Turner, Ralph R.; Boulter, Linda K.
Predicting Social Competence: The Validity of the Pips.
Paper Presented at the 89th Annual Meeting of the American Psychological Association, Los Angeles, California, August 24-28, 1981. 16p.
ED207718

The validity of the Interpersonal Cognitive Problem Solving (ICPS) Skills Model of children's adjustment was investigated (1) by determining whether ICPS skills demonstrated during preschool predicted teacher ratings of adjustment in school during the next two years and (2) by assessing the objectivity of teacher ratings of adjustment through the use of direct observations of children's behavior. Subjects in the first phase of the study were 23 white kindergarten children who had been administered the preschool interpersonal problem solving (PIPS) test while attending Head Start programs. Total data consisted of Head Start PIPS scores, kindergarten teacher behavior adjustment and social competence ratings for all 23 children, and scores on observation measures taken 1 year leater for 14 of the subjects. Results substantially support the predictive validity of the PIPS test. Trends in the data suggest that teachers' perceptions of children's adjustment can be verified by observation and that both teacher perceptions and observable behavior can be predicted by the PIPS test. It is concluded that the ICPS model may prove to be an important assessment and training tool for developing social competence in young children. Measures used are appended.

Index codes 1 21 16 81

1353 Turner, Robert E.
Academic Benefits Accruing to Head Start Participants Through Grade Three in an Eight-County Area of Southeast Arkansas.
Dissertation Abstracts International, 1971, 32(1-A):146.
HS200386

The aim of this study was to determine if academic benefit accrued to culturally deprived children as a result of their having participated in a summer Head Start program. A total of 553 students were tested using the SRA Primary Mental Abilities Test.

Index codes 1 11 24 83

1354 Unikel, Irving P.; et al.
Learning of Culturally Disadvantaged Children as a Function of Social and Tangible Reward.
9p.
1968. ED026419

The experiment studied the "relative effectiveness of tangible and social rewards upon the performance of a simple discrimination learning task by culturally disadvantaged children." Also assessed were the effects of the sex of the subjects (Ss) and the examiner. Ss were 144 five- and six-year old youngsters in a Georgia Head Start program. No differential effects of the two types of rewards were found nor was there a significant interaction of sex as a variable. Among the conclusions is the statement that these results question "the applicability of a general concept of cultural disadvantage as a function of lower socioeconomic status."

Index codes 1 13 17 21 81

1355

University of Washington. Seattle, Washington.
Social Change Evaluation Project: Health-Care Seeking Behavior of Project Headstart Families.
65p.
1968. HS100525

The scope of the two-part study was to obtain information about the health care-seeking behaviors and health resources of families of children in Project Head Start in the Seattle-King County area. The baseline survey was conducted in Fall 1967, while the follow-up study was done in Spring 1968. Data from the follow-up study of 140 of the 162 Head Start families originally interviewed indicate that Head Start health-related programs had a definite effect on children and their families. Comparisons are made between baseline and follow-up data. A summary of findings, conclusions, recommendations, and suggestions for further evaluation are presented. The appendix contains the interview guide used.
Principal Author: Lawrence J. Sharp.

Index codes 1 5 7 82

1356

University of Washington. Seattle, Washington.
Social Change Evaluation Project: A Study of Cognitive and Motivational Variables in Lower and Middle Class Preschool Children: An Approach to the Evaluation of the Impact of Head Start. Volume II.
203p.
1968. HS100023

The University of Washington Social Change Evaluation Project assesses the degree to which a Head Start experience ameliorates the cognitive and motivational deficits associated with cultural deprivation. Data from this study of the Seattle Head Start program elaborate the differences between lower and middle class children and their environments. Certain patterns of maternal behavior were related to certain child behaviors. For example, mothers who were highly verbal and provided an intellectually stimulating environment, had effective teaching strategies and an orientation toward the child's needs and emotional well-being had children who showed successful cognitive performance, good cognitive control and persistence. The study showed a differential change attributable to the Head Start experience in two areas. Compared with the control group, the Head Start group increased differentially in the control of cognitive impulsiveness and increased differentially in imitative behavior. Head Start appeared to have an effect on spontaneous verbalization. Based on the findings, recommendations are made to modify the local Head Start program. Specific procedures and scoring manuals; lists of variables analyzed; factor analysis of individual child variables, mother-child interaction variables, and maternal interview variables; intercorrelation matrix of three sets of factor scores for total group; and second order factor analysis are included in the appendices.

Index codes 1 21 16 15 82

1357

University of Washington. Seattle, Washington.
Social Change Evaluation Project: A Study of Cognitive and Motivational Variables in Lower and Middle Class Preschool Children: An Approach to the Evaluation of the Impact of Head Start.
279p.
1968. HS100753

This Head Start impact evaluation is the eighth in a series of reports designed to assess the impact of the Community Action Program of the Seattle King County Economic Opportunity Board on the community. The focus is on measurement of deficits and evaluation of mother and child interactions. Data were gathered through interviews with mothers, observation of mother and child interactions, and administration of a battery of tests to individual children. Extensive tables show results from both tests and observation.

Index codes 1 21 16 15 82

1358

Urban Institute. Washington, D.C.
Health Start Analysis Plan and Data Collection Instruments for Second Program Year. Working Paper: 964-962.
253p.
1972. ED118595

The purpose of this paper is to specify the design for evaluating the second year Health Start Program. This design is used as the basis for the determination of the data to be collected and the comparisons that will be made using these data to provide information to answer the policy questions asked by the Office of Child Development (OCD). For OCD, the basic purpose of the evaluation is to identify successful procedures, strategies, and methods of operation that could be transfered and applied to Head Start or other types of local health service delivery programs. In addition, rapid feedback was to be provided about: (a) whether local projects are complying with program guidelines and grant conditions; (b) the managerial efficiency of projects; and (c) the need for technical assistance either in management or substantive areas. This form of feedback is called project management in this paper, distinguishing it from the evaluation of the program which is the main purpose of this effort. For this analysis, two kinds of comparisons are made: (1) comparisons between particular procedures and strategies within the Health Start program; and (2) comparisons between Health Start and the health component of a sample of Head Start programs. Appendices contain the data collection instruments.
Principal Authors: Garth N. Buchanan; Leona M. Vogt.

Index codes 1 5 12 84

1359

Urban Institute. Washington, D.C.
Health Start: Final Report of the Evaluation of the First Year Program.
214p.
1972. ED071760

A demonstration program to build on the health experience in the Head Start Program was launched. A special target group (siblings of Head Start children) was identified, although other economically disadvantaged children from 0 to 6 years of age were also to be served. This project report is divided into seven chapters. Chapter I gives the introduction and a summary. Chapter II addresses the evaluation results and methodological issues related to the first-year Health Start Program. Chapter III describes Health Start's progress in meeting the program objectives; Chapter IV addresses the guideline requirements; Chapter V shows projects planned and the actual performance of individual Health Start projects. Technical assistance offered to the projects is addressed in Chapter VI; and major conclusions and recommendations are presented in Chapter VII.
Principal Authors: Leona M. Vogt; Joseph S. Wholey.

Index codes 1 5 17 83

1360

Urban Institute. Washington, D.C.
Evaluation of Experiences With the Use of "Healthy, That's Me", Volume I.
77p.
1972. ED073822

This report summarizes Head Start experience with the health education curriculum guide "Healthy, That's Me" in the first four months of 1972. Information was collected from regional office staff and from Head Start directors, nurses, teachers, teacher aides, and teacher trainers. Teacher and staff reaction to the guide, the training they received in its use, and its effectiveness in the classroom are discussed. The information and recommendations in these areas are intended to be of use to the Office of Child Development in introducing the guide to other centers, revising the guide, and training teachers in its use. The report also includes a parent interview (in English and Spanish) designed with Head Start parents for possible use in subsequent evaluation. Problems in this evaluation were created because a large number of centers were not using the guide, many having never received it. These and other operational problems at Office of Child Development headquarters have resulted in confusion at the local level. Wide variation was found in the way the guide has been introduced and in staff training in its use; training appears to have been poorly planned and coordinated. Most directors, teachers and teacher trainers are enthusiastic about the guide. So few parent handbooks have been distributed that their reactions to it cannot yet be ascertained. Many Head Start teachers were not using any health education materials previously.
Principal Authors: Richard B. Zamoff; Katryna J. Regan.

Index codes 1 5 13 12 83

1361

Urban Institute. Washington, D.C.
Evaluation of Experiences With the Use of "Healthy, That's Me". Volume II: Appendices.
93p.
1972. ED068184

Four appendices are presented for the evaluation of experiences with the use within Head Start of the "Healthy, That's Me" program. Appendix A deals with methodology for the use of telephone interviewing, including data on associated costs. Appendix B presents letters to respondents selected for telephone interviews and samples of interviews used with teachers and trainers. The third appendix gives a review of memos from the Office of Child Development to regional offices regarding health education curriculum objectives and evaluation. Parent interviews are given in Appendix D in both English and Spanish.
Principal Authors: Richard B. Zamoff; Katryna J. Regan.

Index codes 2 5 83

1362

Urban Institute. Washington, D.C.
Evaluation of Head Start Experience With "Healthy, That's Me" in the Second Year Volume I.
157p.
1973. ED086325

This evaluation report is based primarily on interviews administered to Head Start parents and staff at 26 Head Start centers during 1972-73. Chapter I provides a summary of major findings and recommendations. Chapter II summarizes the current status of the health education curriculum guide, "Healthy, That's Me" and discusses the objectives of the second year's evaluation. Chapter III presents the overall reactions of Head Start staff and parents to the curriculum guide, as well as general suggestions for revisions and priorities for additional material to be included in the guide. Chapter IV assesses the impact of "Healthy, That's Me" on various health-related attitudes and behaviors of Head Start staff, parents, and children. Chapter V identifies the costs of various types of teacher training in the use of "Healthy, That's Me" and relates these types of training to teacher, parent, and child outcomes. Included in the final chapter are recommendations for revisions of the curriculum guide and suggestions for methods of training Head Start teachers to use the guide. The appendices provide a detailed analysis of the topics listed above.
Principal Author: Richard B. Zamoff.

Index codes 1 5 7 12 13 83

1363

Urban Institute. Washington, D.C.
Research Instruments Used in Evaluation of Head Start Experience With "Healthy,That's Me" in the Second Year.
180.
1973. ED084034

This volume provides a supplement to The Urban Institute's final evaluation of health education materials currently in use in the Head Start program. The curriculum, "Healthy, That's Me," is being evaluated in the second year. Section I includes the research instruments used for data collection in the fall of 1972; Section II includes research instruments used in the spring of 1973. Interviews were administered to Head Start staff, parents, directors, and teacher trainers. The final report of the study provides additional information relevant to data collection, including descriptions of sampling and evaluative procedures.
Principal Author: Richard B. Zamoff.

Index codes 2 5 83

1364

Urban Institute. Washington, D.C.
Health Start: Final Report of the Evaluation of the Second Year Program.
277p.
1973. ED092235

This report details the history and characteristics of the Health Start program, explains the evaluation design and methodological problems in the study, describes the background and health characteristics of approximately 10,000 children enrolled in the program, and delineates the conclusions and recommendations emerging from the evaluation. Data was collected in order to answer the following two questions: (1) How can health services for low-income children best be coordinated? and (2) What are some innovative ways to provide education, health detection, treatments, and entry into an on-going program that could be adopted by summer and full-year Head Start programs? Because of the program design and the many community, project and health service variables at work, only tentative conclusions could be reached about the factors affecting project success. Much was learned, however, about the health care needs of poor children from birth to six years of age. The evaluation did yield enough data on project approaches so that program models can be developed which may be adopted in the Head Start program. Health Start did provide health services to 20,000 children.
Principal Author: Leona M. Vogt.

Index codes 1 5 12 20 84

1365

Urban Institute. Washington, D.C.
Health Start: Summary of the Evaluation of the Second Year Program.
53p.
1973. ED092236

The final report of the Health Start evaluation of the second-year program is presented in three separate documents. This paper presents an overview of the Urban Institute's evaluation of the Health Start program and covers two broad areas: health service coordination and health service delivery. The two major questions for the 1972-73 evaluation were the following: (1) How can health services for low-income children best be coordinated? and (2) What are some innovative ways to provide health detection, treatment, entry into an ongoing program and education that could be adopted by summer and full-year Head Start programs? Recommendations made as a result of the evaluation study were to strengthen federal program management and to design the Health Start program to yield more useful information. Limitations of the evaluation study are noted. The appendix presents an overview of the health service component of the Health Start program.
Principal Author: Leona M. Vogt.

Index codes 1 5 12 84

1366

Urban Systems Research and Engineering, Inc. Cambridge, Massachusetts.
The Development of a Performance Indicator for Head Start Parent Impact/Satisfaction: Summary of Findings from an Exploratory Evaluation.
72p.
1979. HS200863

This evaluation study was designed to determine measurability and plausibility of parent outcomes and the use of such a performance indicator for Head Start managers. The methodology and findings of the first phase of the study and proposals for the development of a parent interview instrument make up this volume. Head Start's intended program for parents (the logic model) and the actual program (the equivalency model) are discussed. Details of the models are shown in exhibits.

Index codes 82 1 7

1367

Urban Systems Research & Engineering, Inc. Cambridge, Massachusetts.
Recommendations for Improving the Administration and Instrumentation of the Head Start Classroom Observation Approach to Measuring Educational Quality.
1979. HS200470

The reliability of indicators used to measure Head Start performance are assessed and recommendations for improving measurement of educational quality are given. The indicators evaluated in this study concern the extent to which center-based programs help children develop intellectually, socially and physically, and the characteristics of the classroom setting, defined by adult/child ratio, classroom size, and the level of training of the staff. Subtasks of the study included compilation and analysis of classroom observation data gathered by trained observers and data on the implementation of classroom observation measures, and recommendation of alternative evaluation strategies. The CDA (Child Development Associate) Checklist, originally devised for the National Day Care Study in 1976, was used as the evaluation instrument, and is discussed in detail. An Information Sheet was also devised for recording results of on-site interviews of Head Start staff. The remaining chapters cover data collection procedures, administrative problems such as selection and training of observers and timing of visits, evaluation and refinement of the instruments, and conclusions and recommendations. Appendices show quantitative analyses from the instruments and formats for the Information Sheet.

Index codes 2 12 16 21 84

1368

Urban Systems Research and Engineering, Inc. Cambridge, Massachusetts.
Recommendations for Improving the Administration and Instrumentation of the Head Start Classroom Observation Approach to Measuring Educational Quality. Executive Summary.
11p.
1979. HS200469

Procedures, instruments, and results of a study designed to assess the reliability of measures of Head Start performance are presented in summary form. The indicators evaluated are designed to measure the effect of Head Start on the development of the children and the quality of the classroom environment. Problems encountered in selection of observers and use of the CDA (Child Development Associate) Checklist and Information Sheet are detailed, along with methods for modifying the instruments and developing alternatives. Conclusions are that the Indicators are useful tools with which management can identify problem areas and that revision of the instruments and alteration of sampling methodology and training sessions can increase utility and enhance the validity of the results.

Index codes 2 12 19 21 82

1369

Urban Systems Research & Engineering, Inc. Cambridge, Massachusetts.
Exploratory Evaluation of Head Start Training and Technical Assistance. Final Report.
159p.
1980. HS200737

Training and technical assistance (T&TA) is seen as an essential means of maintaining and improving the quality of the Head Start program. Using the exploratory evaluation approach to program evaluation, this study examined the extent to which the Administration for Children, Youth and Families (ACYF) can or cannot demonstrate the importance, efficiency, and effectiveness of the T&TA program. Five key events of the Head Start T&TA are assessment/planning; resource allocation; delivery of T&TA services; grantee achievement of performance standards compliance; and improvement of grantee and staff capabilities, especially in areas of management concern. Each of these events is discussed in terms of management intent, program reality, and program plausibility. The final conclusions of the evaluability assessment are presented along with assessments of overall program plausibility and evaluability. Because the findings suggested that Head Start T&TA managers could not demonstrate that T&TA was managed and implemented effectively and efficiently, five management and four analysis options were developed to identify strategies by which T&TA program managers could address problem areas. The value to management of each option is detailed.

Index codes 82 1 2

1370

Urban Systems Research and Engineering, Inc. Cambridge, Massachusetts.
Head Start Parents: A Performance Indicator of Parent Impact and Satisfaction. Final Report.
115p.
1981. HS200499

The study is directed towards determining the plausibility of proceeding with the development of a parent impact/satisfaction performance indicator. It was conducted in order to clarify the information needs of head start staff, and it resulted in a set of findings regarding potential content areas for a parent impact/satisfaction performance indicator and the probable uses of data resulting from its implementation. The three data instruments--a postcard, a mail questionnaire, and a personal interview--were designed to collect successively greater amounts of information in the content areas defined in the exploratory evaluation. Chapter 1 provides the reader with an introduction to Head Start performance indicators in general, and the parent impact/satisfaction indicator in particular. It also summarizes the major phases of the study. The remainder of the report describes the study and presents the findings in greater detail.

Index codes 2 15 81

1371

Urban Systems Research and Engineering, Inc. Cambridge, Massachusetts.
Head Start Parents: A Performance Indicator of Parent Impact and Satisfaction. Summary.
21p.
1981. HS200498

The report presents a summary of the study findings and a set of recommendations for further development and implementation of the Head Start performance indicator for parent impact and satisfaction. The study was conducted in three phases: an exploratory evaluation; the development and testing of three versions of a parent survey; and an analysis of findings from the pilot test.

Index codes 2 15 81

1372 Valentine, Jeanette; et al.
Project Head Start.
Children Today, 1980, 9(3):22-23.
EJ230759

This article, excerpted from the epilogue to the book "Project Head Start" edited by E. Zigler and J. valentine, provides a brief overview of the impetus, goals, problems, and accomplishments of Head Start.

Index codes 3 20 12 81

Valentine, Jeanette.
Van De Riet, Hani.
Van De Riet, Vernon.
For other entries by these authors see Index of Co-authors.

1373 Van Egmond, Elmer; et al.
Lesley College. Cambridge, Massachusetts.
Operation Head Start--An Evaluation. Final Report.
100p.
1966. ED013117

Descriptions of physical facilities, a verbal and non-verbal interaction analysis measured on a (1) task-orienting, (2) maintaining social order, and (3) facilitating scale, teacher interviews, and observer verbal reports assess a selected sample of classrooms within the 1965 Cambridge Summer Head Start Program. Performance of Head Start and non-Head Start pupils enrolled in public school kindergartens the following fall is compared and analyzed in terms of norms, expectations, and limits of the classroom, i.e., in terms of "the classroom game." Pupil behavior is coded as "with it" or "not with it." Other comparatative procedures are teacher interviews, teacher ratings of children, and a reading readiness test. Interpretation of the data characterizes the Summer Head Start Program as largely a social learning period with little attention to cognitive development. Activities were judged as not carefully planned, not differentiating needs, and not goal oriented. A majority of teachers indicated the primary advantage of the program to be in terms of helping children meet the expectations and demands of the formal school system. Neither the readiness test nor "game" analysis show a significant statistical difference between groups. Teachers perceived the behavior of Head Start and non-Head Start children to be essentially similar. The initial behavior of the Head Start children tended to be more active and exploratory.

Index codes 1 16 19 21 81

1374 Vane, Julia R.
Importance of Considering Background Factors When Evaluating the Effects of Compensatory Education Programs Designed for Young Children.
Journal of School Psychology, 1971, 9(4):393-398.
HS200387

This is a report of a study in which a comparison was made of the intelligence and achievement of three groups of disadvantaged Negro children. One of the groups attended a summer Head Start program.

Index codes 1 21 82

Vane, Julia R.
Vermeersch, J. A.
Vietze, Peter M.
Villaume, John.
For other entries by these authors see Index of Co-authors.

1375
Vindication of Early Childhood Programs.
Science News, 1977, 111(10):151.
EJ155829

Latest findings show that positive effects of early childhood educational programs for the disadvantaged (e.g. Headstart, Follow Through) often do not show in achievement until later grades. There seems to be a significant difference in I.Q. gains in programs involving home visits by program professionals.

Index codes 1 9 24 11 81

1376 Vingoe, Frank J.
Note on Psychological Screening of Preschool Children.
Perceptual Motor Skills, 1969, 29(2):661-662.
HS100388

The need for psychological screening of preschool children, particularly those who are bilingual and culturally deprived, to determine intellectual abilities and personality characteristics is discussed. Data are presented from a study of Head Start children administered the Columbia Mental Maturity Scale (CMMS) together with the Draw-A-Person (DAP) test. In another project children were tested with the CMMS, DAP, and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). The WPPSI appears to be a useful screening device for preschool children; the other tests did not prove valuable.

Index codes 82 1 21 5

Vogel, Ronald J.
Vogt, Leona M.
For other entries by these authors see Index of Co-authors.

1377 Von Isser, A.; Kirk, S. A.
Effects of Head Start on Psycholinguistic Functions.
Journal of Clinical Child Psychology, 1977, 6(3):93.
HS200693

To determine changes in psycholinguistic abilities during 6 months of Head Start programs, 41 4-year-old children of mixed ethnic backgrounds were adminitered the Illinois Test of Psycholinguistic Abilities, before and after their Head Start experience. On the retest, children were found to have made significant gains in all subtests, except in grammatic closure and auditory sequential memory. Children made a significant increase in psycholinguistic quotients of 8.7 points. Thus, it appears that children can increase their test scores on psycholinguistic functions through appropriate classroom experiences.

Index codes 81 1 23

Voydanoff, Patricia.
For other entries by this author see Index of Co-authors.

1378 Vukelich, Carol Palm.
Language Growth in Head Start Children Through Verbal Interaction With Mothers Trained in a Prescribed Language Process.
Dissertation Abstracts International, 1972, 33(5-A):2093.
HS200390

The purpose of this study was to develop and test a mother-child languae interaction process for use with lower socioeconomic mothers of young children.

Index codes 1 15 23 83

1379 Vukelich, Carol Palm.
Language Growth in Head Start Children.
Exceptional Children, 1974, 41(3):197-199.
HS200389

This article reports the use of a prescribed language process to enhance the linguistic development of young children. The program focused on helping low income mothers acquire a process through which they could help their children use their linguistic system to label, relate and categorize the objects and experiences in their environment.

Index codes 1 15 23 82

Wacker, Sally.
For other entries by this author see Index of Co-authors.

1380 Waddell, Kathleen J.; Cahoon, Delwin D.
Comments on the Use of the Illinois Test of Psycholinguistic Abilities With Culturally Deprived Children in the Rural South. Perceptual and Motor Skills, 1970, 31:56-58.
HS200765
Evidence of item content bias in the Illinois Test of Psycholinguistic Abilities (ITPA) is examined. The instrument fails, in certain subtests, to relate to the basic communication skills of Headstart children in the rural South. Incautious application of the test to minority groups may not yield adequate functional assessment of these children's skills. The authors recommend that alternative scoring procedures, local norms, or new items be developed.

Index codes 2 21 82

1381 Wade, Frank E.
Comparative Effects of the "Learning To Think System" on Head Start, Early Learning, and Educable Mentally Retarded Children. Dissertation Abstracts International, 38(02), Section A:733.
HS200600
To examine the comparative effects of the "learning to think system" in improving the developmental abilities and school readiness of three groups of children, pretest and posttest readiness scores of nine Head Start children, 12 early learning children, and 11 educable mentally retarded (EMR) were compared with those of 32 similar children in "regular" classes. The overall effects of the system appear to vary considerably from group to group: Head Start children showed significant differences among gains in developmental abilities; children in regular classes developed as rapidly in school readiness as those in experimental classes; and EMR children showed significant gains in reading readiness and developmental abilities compared to EMR children in regular classes. (Journal abstract modified).

Index codes 1 8 13 81

1382 Wagner, Marsden G.
Research Issues in Child Health III: Some Socio-Anthropologic and Organizational Issues.
In: Grotberg, Edith, ed. Critical Issues in Research Related to Disadvantaged Children. Princeton, New Jersey: Educational Testing Service; 1969.
HS100825
Issues that are addressed concerning child health as it relates to Project Head Start include identifying functional health problems in children, techniques to identify children with functional health problems, determining the most effective system of health care for culturally deprived preschool children, and integrating the Head Start health program into the cultural milieu of the Head Start child. The emphasis is on asking different questions and finding new approaches. Traditional approaches and existing systems of health care may not be responsive to the needs of the Head Start children being served.

Index codes 82 3 5

Walker, Debbie K.
Waller, David A.
For other entries by these authors see Index of Co-authors.

1383 Walls, Richard T.; Kalbaugh, Janet Cox.
Reactive and Proactive Multiple List Interference with Disadvantaged Children.
Child Study Journal, 1972, 2(2):91-97.
EJ057895

This study tested the effects of unlearning to clarify the contribution of multiple interpolations and prior lists. Retroactive and proactive conditions were crossed with three interpolated or prior list conditions (0, 1, or 2 lists) to form a 2 x 3 factorial design. Sixty preschool children enrolled in the full year Head Start program were tested. The lists were learned by the anticipation method. The subjects worked on jigsaw puzzles prior to relearning the last list. Analysis of variance of the data yielded main effects due to proactive interference and retroactive interference and to number of interpolated or prior lists. Failure to find differences between 1 and 2 interpolated lists may indicate a relatively rapid and complete unlearning effect. If substantial unlearning occurs with first list interpolation, subsquent learning should contribute little to reduction in response availability.

Index codes 1 21 82

1384 Walls, Richard T.; Rude, Stanley H.
West Virginia University. Dept. of Educational Psychology. Morgantown, WV.
Exploration and Learning-to-Learn in Disadvantaged Preschoolers.
16p.
1972. ED073847

The study assessed contributions of different novelty pairings and reward types to exploration behavior across three successive discrimination learning problems in a 3 x 2 x 3 mixed design. After learning a simple two choice discrimination problem, Headstart subjects responded to six double reward trials and six extinction trials. A learning-to-learn effect occurred with regard to both problem solution and decision time. Epistemic curiosity was evident across problems to the extent that children would explore a novel object even after learning that the familiar object was associated with reward. Reward type did not affect response selection but did increase response latency on initial double reward trials.

Index codes 1 21 83

1385 Walsh, John F.
Performance of Negro and Puerto Rican Head Start Children on the Vane Kindergarten Test.
Psychology in the Schools, 1971, 8(4):357-358.
HS200392

This study sought to evaluate the performance of Negro and Puerto Rican Head Start children on the Vane Kindergarten Test. The purpose of the study was to determine whether there are differential patterns as a consequence of age, race, and sex. The data provided a context in which to assess the differential abilities of Negro and Puerto Rican Head Start children on verbal and performance tasks.

Index codes 2 21 25 82

1386 Walsh, John F.
Effectiveness of the Frostig Program for Visual Perception Training With Head Start Children.
Perceptual and Motor Skills, 1971, 32(3):944-946.
HS200391

This study sought to determine whether the visual perceptual function of children enrolled in a summer Head Start program could be improved by a systematic training program in visual perceptual skills.

Index codes 1 13 21 82

Walters, Pamela B.
Ward, William C.
Warner, Donna D.
For other entries by these authors see Index of Co-authors.

1387 Washington, Dorothy J.
The Relationships of the Self-Concept and Other Predictive Variables to Academic Readiness of Kindergarten and Head Start Enrollees.
Dissertation Abstracts International, 1974, 35(5-A):2557.
HS200393

This dissertation tested the relationship of self-concept to academic readiness considering the effect of values, perceptual-motor development, intelligence, age, number of months of preschool education, sex, race, and type of preschool.

Index codes 1 16 21 83

1388 Washington, R. O.
Toward a Theory of Social Competence: Implications for Measuring the Effects of Head Start Programs.
Urban Education, 1975, 10(1):73-85.
HS200394

This article presents the motivational aspect and sociocultural dimensions of social competence in order to stress the value-laden nature of the concept.

Index codes 3 16 82

1389 Watson, Jeanette; Lanham, Fritz.
Texas State Dept. of Community Affairs. Austin, Texas.
Early Childhood Development in Texas. Special Report.
144p.
1971. ED067145

Programs and activities for young children in Texas are reported, based on data collected from the state agencies who administer these programs. Two sections are presented, the first dealing with early childhood development in the state, and the second with a survey of state agency programs. A history of federal and state involvement is followed by a review of various services for children and youth. These include: kindergarten, special education for deaf and exceptional children, bilingual programs, Head Start, Follow Through Program, Parent and Child Centers, comprehensive health services, family planning and maternal services, mental health services, migrant worker programs, and child welfare services.

Index codes 1 5 13 20 83

1390 Watson, John S.
Cognitive-Perceptual Development in Infancy: Setting for the Seventies.
Merrill-Palmer Quarterly of Behavior and Development, 1971, 17(2):139-152.
HS200395

This is a discussion of attempts to improve the cognitive skills of young children such as Project Head Start with a view toward intervening at an earlier point in the development of young children.

Index codes 1 21 82

1391 Watts, Harold W.
Wisconsin University. Institute for Research on Poverty. Madison, Wisconsin.
The Educational Benefits of Head Start: A Quantitative Analysis.
31p.
1968. HS100435

This revised edition of an earlier paper estimates the effectiveness of Head Start in improving a child's educational and social readiness to interact or compete with an "average" child and includes a section on the cost and benefits of Head Start as well as an extension of the previous analysis. The Peabody Picture Vocabulary Test and the Vineland Social Maturity Scale, coefficients, variables, basic regressions, and supplementary regressions are discussed. The regression analyses indicate that about two years of Head Start are required to overcome the average deficiency observed.

Index codes 1 19 21 14 82

1392 Wawrykow, George M.
Gulf Coast Community Services Association. Houston, Texas.
Special Services to Children With Special Needs.
153p.
1977. ED149539

Presented are 18 papers developed by the Gulf Coast Consortium and intended to provide documentation of Head Start services to handicapped children. The first three papers provide an overview of the consortium with emphasis on the impact of Head Start programs on the language learning disabled child. Eight papers focus on the use of psychological service consultants in specific programs and the need for a research and evaluation component in the Head Start delivery system. Three papers concern speech, hearing, and language services. Four papers were written by Head Start directors.

Index codes 1 8 20 83

1393 Wayson, William W.
Head Start Parents in Participant Groups: I. Statistics and Stereotypes.
Journal of Applied Behavioral Science, 1974, 10(2):250-256.
HS200397

This article is a commentary on a previous article by Paul Wohlford in which he discusses parent participant groups.

Index codes 3 15 82

1394 Weber, Carol O.
An Economic Analysis of the Ypsilanti Perry Preschool Compensatory Education Project.
Dissertation Abstracts International, 1975, 37(2-A):869.
HS200398

The purpose of this research was to conduct an economic analysis of a preschool compensatory education project to determine whether there was economic justification for public investment in such projects.

Index codes 83 1 14

1395 Weber, James P.
Selected Characteristics of the Child's Social Environment and the Relationship of these Characteristics to Subsequent Measures in Head Start Classes.
Dissertation Abstracts International, 1969, 29(10-A):3476.
HS100399

This thesis examines relationships between the social environment of the child as it existed during the four years previous to entrance into Head Start and measures taken on the child's behavior shortly after entrance into Head Start classes. Information on the child's social system, including all persons who regularly interacted with the child during each of the four years, was obtained from structured interviews with the mother. Several hypotheses relate the variables of the social system (such as number of persons comprising the social system, number of caretakers, assertiveness of the child with members of the social system, extent of visits outside the home) with classroom measures of intelligence, autonomy, and social adjustment. An assumption of this study is that it is possible to identify patterns in the social environment of the child and relate these patterns to the child's behavior. This knowledge could help teachers in a Head Start setting understand the child and individualize instruction. The appendices contain guidelines for Head Start teachers, the social system interview, the Wechsler Preschool and Primary Scale of Intelligence, Cincinnati Autonomy Test Battery, the Play-Situation Picture-Board Sociometric, Brown IDS Self Concept Reference Test, Partin-Newell Development of Social Behavior and an Inventory of Factors Affecting Test Performance.

Index codes 83 1 7

Weber, James.
Wedell-Monnig, Jacelyn.
For other entries by these authors see Index of Co-authors.

1396 Webster, Loraine; Sloan, Kathy.
South Dakota University. Vermillion, South Dakota.
How Well Is Head Start Achieving Its Goals? Perceptions of Head Start and Nursery School Parents in Our Rural, Upper Midwest Area.
13p.
1981. HS200891

In this study, the researcher compared parental attitudes to University-based preschool program and Head Start. Sixty fa surveyed, 30 from Head Start and 30 from Nursery School. Bo indicated satisfaction with the overall effect and education respective programs. Head Start parents had more positive f their program's health, nutrition and parent involvement com University preschool parents. The author concludes that par are that Head Start is successfully meeting its goals in one Dakota program.

Index codes 82 1 7 15

1397 Weikart, David P.
High/Scope Educational Research Foundation. Ypsilanti, Michigan.
Has Preschool Compensatory Education Failed.
9p.
1969. ED049834

Discusses evaluation of preschool compensatory education programs and reviews research literature. Suggests that the following ideas are crucial for effective preschool education (1) children can profit intellectually from any preschool curriculum that is based on a wide range of experience; (2) the primary role of curriculum is to help the teacher to teach; (3) the selection of curriculum is critical, for one that is too easy and limited in scope will not challenge the teacher; and (4) staff involvement is more important than the particular curriculum used, and necessary ingredients include planning time for teachers, systematic language interaction between teacher and child, and home visits by teachers. An overview of research in the field of preschool education is also given in this paper.

Index codes 3 21 13 12 83

1398 Weisberg, Herbert I.
An Unorthodox Analysis of the Third Year Head Start Planned Variation Data.
Paper presented at the American Psychological Association Convention, August 1974.
HS200400

This paper presents the results pertaining to program effectiveness from the analysis of the third year of Head Start Planned Variation (HSPV) data, and discusses the data analysis itself. The analysis focuses on three questions: (1) to what extent does a Head Start experience accelerate the rate at which disadvantaged preschoolers acquire cognitive skills? (2) are the Planned Variation models, simply by virtue of sponsorship, more effective than ordinary non-sponsored Head Start programs? (3) are some Planned Variation models particularly effective at imparting certain skills? The analysis problems posed by the experimental design underlying HSPV are considered. Four analysis strategies--ranking analysis, value-added analysis, analysis of covariance, and resistant analysis--are detailed along with the overall results obtained from the analyses. To illustrate the analysis strategies, the results for the 32 items version of the Preschool Inventory are used.

Index codes 1 13 21 82

Weisberg, Herbert I.
For other entries by this author see Index of Co-authors.

1399 Weld, Lindsay A.
Family Characteristics and Profit From Head Start.
Dissertation Abstracts International, 1973, 34(3-B):1172.
HS200401

This dissertation investigated whether or not a selection of family characteristics (including environmental process variables and SES characteristics) differentiate among children in terms of the extent of their profit from Head Start programs.

Index codes 1 7 83

Welsh, James B.
For other entries by this author see Index of Co-authors.

1400

Western New Mexico University. Silver City, New Mexico.
A Study of Visual Perceptions in Early Childhood.
95p.
1967. ED023451

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school.

Index codes 1 13 17 21 25 81

1401

Westinghouse Learning Corporation. Ohio University. Athens, Ohio.
The Impact of Head Start: An Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development. Volumes I-II.
1969. HS100800

The Westinghouse Learning Corporation and Ohio University carried out a study on the impact of Head Start for the Office of Economic Opportunity. The main inquiry of the study concerned the difference between Head Start first, second, and third garders and non-Head Start first, second, and third graders in intellectual and social-personal development. Data were collected from tests, interviews, and questionnaires of students,parents, and teachers from 104 Head Start centers across the country, and control areas. The major conclusions drawn from these data were: (1) Summer programs are ineffective in producing lasting gains in affective and cognitive development, (2) full-year programs are ineffective in aiding affective development and only marginally effective in producing lasting cognitive gains, (3) all Head Start children are still considerably below national norms on tests of language development and scholastic achievement, while school readiness at grade one approaches the national norm, and (4) parents of Head Start children voiced strong approval of the program. Thus, while full-year Head Start is somewhat superior to summer Head Start, neither could be described as satisfactory. Further research aimed at the development of an effective preschool program is recommended. The report was published in 2 volumes. Volume I contains the text of the report and supporting appendices A through E. Volume II contains Appendices F through J, which are made up entirely of back-up statistical data.
Principal Author: Victor G. Cicirelli.

Index codes 82 99 1

1402

Westinghouse Health Systems. Columbia, Maryland.
Head Start Health Consultation Project. Final Report.
1979. HS200551

The training and technical assistance (T/TA) activities for the Head Start health project were conducted over a two-year period. This report deals primarily with the achievements during FY 1979. Described are the guidance and coordination necessary to operate the project in the areas of medical nad general health, nutrition, and mental health. The primary priorities for all aspects of the health T/TA consultation contract for FY 1979 reflected the emphases of supporting the In-depth Validation process and bringing new and expanding grantees "up to speed" in terms of operational competency in the health areas. Discussed are the expansion of the Regional/Field Services Program, the T/TA Needs Assessment Tracking System, delivery of field services to Head Start grantees, and feedback from grantees regarding consultant visits and performance. Interregional and national T/TA concerns the Children with Handicaps Effort, the Indian and Migrant Programs Division, and EPSDT. An executive summary highlights the EPSDT collabortion efforts. Centralized technical assistance functions include a library of health education materials, services to home- and family-based programs, Head Start residency training, information system revision, a Health Coordination Manual, an immunization initiative, and an expanded Consultant's Manual for local health consultants. Also discussed are the Program Information Report validation process and six performance indicators relating to medical and dental health, health coordinator pilot training projects, aspects of administration and fiscal management, and the role of the contractor as an advocate for Head Start health programs. Issues and recommendations are presented.

Index codes 1 5 12 84

1403 White, Alice B. B.
An Attitudinal Comparison of Primary Teachers With Head Start Workers and the Primary Teachers' Comparison of Head Start With Non-Head Start Children.
Dissertation Abstracts International, 1970, 30(11-A):4866.
HS200402

This study investigated how the first and second-grade teachers, who taught both Head Start and non-Head Start children, comparatively judged the abilities and other characteristics of the two groups of children. It also compared the responses of the first grade and second grade teachers in the study with the responses of non-professional Head Start workers in the areas of promotion of mental health and in their attitudes as to the causes of children's behaviors.

Index codes 1 12 83

1404 White, Burton L.
Harvard University. Cambridge, Massachusetts.
Making Sense Out of Our Education Priorities.
6p.
1973. ED085087

This paper examines the need to recognize the importance of the role of the family as educator during a child's first three years in order to prevent educational underachievement. Projects Head Start and Follow Through, and the Parent Child Center Project are discussed. Four areas of a child's early development are described: (1) language, (2) social attachment, social style, and basic self-perceptions, (3) curiosity and intrinsic interest in learning, and (4) learning to learn skills. A pilot program whose major focus is to provide support and professional guidance to families with newborn infants is described. A plea is made to develop programs to assist parents in educating their children from birth.

Index codes 3 10 7 15 21 16 83

1405 White, Sheldon.
The National Impact Study of Head Start.
In: Hellmuth, Jerome, ed. Disadvantaged Child: III. Compensatory Education: A National Debate. New York: Brunner/Mazel; 1970.
HS200403

This discussion of the problem of evaluation of Head Start begins with a brief history of the program. The diversity in curricula and in the assumptions of persons involved in the programs is emphasized. Evaluations were originally done by Head Start. These were generally short-term or had small samples. The study done in 1968-1969 by an independent contractor, Westinghouse Learning Corporation/Ohio State University, was designed to produce a comprehensive national assessment of the effects of the program. Selection of the sample and controls, testing instruments used, and interpretations given to the results are discussed. Finally, controversies resulting from the publication of the study and of other research into the effects of compensatory education concern the issues of heredity versus environment and the leveling off of the Head Start children's gains in the primary grades.

Index codes 82 3 12 20

White, Sheldon.
Wholey, Joseph S.
For other entries by these authors see Index of Co-authors.

1406
Wichita Unified School District 259. Wichita, Kansas.
Follow Through Project, Wichita Unified School District 259: Initial Year, September 1968 - May 1969 Evaluation Report.
156p.
1969. ED039027

This study obtained data to compare the progress of low income Follow Through pupils with full-year Head Start pupils attending regular kindergarten classes. Five groups of children were compared according to class characteristics, parent participation, teacher interviews, and parent interviews. All groups were administered the Metropolitan Readiness Test and the Wichita Guidance Center Kindergarten Chick List. ITPA was given as a pre- and posttest. The home conditions of the two groups of pupils who had full-year Head Start were found to be comparable. A high level of parent involvement in school and school-related activities was indicated. Interview data showed that teachers were enthusiastic about having teacher aides and noted improvement in pupils in the areas of awareness and self-acceptance, development of interest levels and curiosity, and readiness for more formal instruction. Of the five groups, Follow Through pupils showed the greatest gains in adjustment to school. On a test of readiness, full-year Head Start pupils not in Follow Through were comparable to full-year Head Start pupils in Follow Through. In language development, greater mean gains were made by Follow Through pupils on six out of nine subtests and on the total score. The growth of Follow Through pupils will be studies as they progress through the various grade levels.

Index codes 1 10 24 19 23 81

1407 Willerman, Emily G.; et al.
Institute for Educational Development. New York.
A Digest of the Research Activities of Regional Evaluation and Research Centers for Project Head Start (September 1, 1966 to November 30, 1967).
159p.
1968. ED023446

A summary of the research activities of 13 Head Start regional evaluation centers is presented in three sections: research on children, research on parents and families, and research on classrooms, teachers, and social organizations of Head Start centers. Studies are grouped under appropriate subheadings, such as "language" or "learning," and summarized. Investigators' names, the university at which the work was done, and the purpose, method, and results of the study, as well as implications for further research, are included for each project. An appendix supplies the address, director's name, and university affiliation of each Evaluation and Research Center. A table of contents of the final reports of the universities are supplied, as well as an author index to the actual studies within this digest.

Index codes 99 83

1408 Williams, Doris F. A.
Self-Concept of Head Start Parents and Participation in Project Activities.
Dissertation Abstracts International, 1971, 32(4-B):2267.
HS200404

This dissertation researches the relationship between self-concept of parent an involvement in Head Start activities. Statistics use Girona's Semantic Differential Scale and measures of participation.

Index codes 1 15 83

1409 Williams, L. R.
Mending the Hoop: A Study of Roles, Desired Responsibilities and Goals for Parents of Children in Tribally Sponsored Head Start Programs.
Dissertation Abstracts International, 1975, 36(3-A):1361.
HS200405

The purpose of the study was to develop a set of instructional objectives for a training program for parents in tribally-sponsored Head Start programs based on the present and desired roles of parents and the Federal policy guidelines for the involvement of parents in local Head Start programs.

Index codes 1 15 26 83

1410 Williams, W.; Evans, J. W.
The Politics of Evaluation: The Case of Head Start.
Annals of the American Academy of Political and Social Science, 1969, 385:118-132.
HS100406

This paper traces the events that led up to the controversy generated by the Westinghouse study and the controversy itself in order to look at implications for future policy.

Index codes 3 12 82

1411 Willis, Harriet D.; et al.
Central Midwestern Regional Educational Lab. St. Ann, Missouri.
CEMREL's Language and Thinking Program: Some Preliminary Preschool Findings.
28p.
1972. ED063024

The purpose of this study was to investigate the effectiveness of CEMREL's Language and Thinking: New Directions Program, a broadly based early learning program in the teaching of basic language and reasoning skills. The program is a hierarchical skills oriented approach which provides a broadly based set of guidelines for teachers; a wide array of manipulatives, picture cards, transparencies, independent worksheets, take-home tasks, and audio tapes; and frequent assessment procedures. Some of the critical skills that are taught in the program are verbal fluency and vocabulary skills; visual and auditory discrimination skills; ordering, classification, and sequencing skills; and skills involved with making predictions, formulating hypotheses, recognizing incongruities and analogies, and synthesizing ideas. The teachers of three four-year-old and three five-year-old Head Start classes were selected for participation and training in this program. Comparison groups were comprised of other Head Start classrooms of the same age and same number of children. The comparison teachers used other recently developed innovative preschool curricula and/or approaches. The Apell Test was administered to all students in a pre-post fashion. Multivariate analysis of covariance indicated significant treatment effects due to the CEMREL curriculum. In addition, there were significant age differences.

Index codes 1 21 23 12 13 83

Williams, Richard H.
Williams, Walter.
For other entries by these authors see Index of Co-authors.

1412 Willmon, Betty J.
Florida State University. Tallahassee, Florida.
The Influence of Parent Participation and Involvement on the Achievement of Pupils Attending the Leon County Head Start Program as Measured by a Reading Readiness Test.
1967. HS100886

The purpose of this study was to investigate the effect of p
participation in Head Start on student achievement as measur
Metropolitan Reading Readiness Test. The findings of this s
for this population the influence of parental involvement in
program appeared to serve as an intervening variable which i
motivation.

Index codes 83 1 15 21

1413 Willmon, Betty J.
Reading Readiness as Influenced by Parent Participation in Head Start Programs.
International Reading Association Conference Proceedings, Part 1, April 1968, 13:617-622.
HS100408

This is a discussion of the influence of parent participation on the reading readiness of Head Start participants.

Index codes 1 15 22 81

1414 Willmon, Betty J.
Parent Participation as a Factor in the Effectiveness of Head Start Programs.
Journal of Educational Research, 1969, 62(9):406-410.
HS100407

In this study an investigation was made on the effects of parental participation in a Head Start program on the academic achievement of students as measured by the Metropolitan Reading Readiness Test.

Index codes 1 22 15 82

Wilson, Dee.
Wimberger, Herbert C.
For other entries by these authors see Index of Co-authors.

1415

Winnebago Mental Health Institute. Winnebago, Minnesota.
Winnebago Preschool Project. Summary.
4p.
1976. HS200920

In the fall of 1975, Waterwood School of the Child and Adolescent Service, Winnebago Mental Health Institute began operation of an innovative preschool program designed to provide compensatory education for disadvantaged children in Winnebago County. These children were drawn from the waiting list for the Oshkosh Head Start class. This was to be a demonstration project on the effects of the Distar Instructional System on language skills, cognitive functioning, and achievement. The summary concludes that the Distar method is an effective preschool intervention approach for disadvantaged children.

Index codes 1 16 19 21 82

1416 Wisler, Carl E.; et al.
Follow Through Redux: A Response to the Critique by House, Glass, McLean and Walker.
Harvard Educatinal Review, 1978, 48(2):171-185.
HS200867

In this article, U.S. Office of Education personnel dispute criticism of the measurement and analytic methods used in ABT's Follow Through Evaluation. They offer their own suggestions for improving educational assessment. This article is part of a series on the Follow Through Evaluation which appeared in the May 1978 issue of The Harvard Educational Review. For other articles in this series see: Richard B. Anderson et al., Walter Hodges, and Ernest R. House et al.

Index codes 82 3 12

1417 Withycombe, Jeraldine S.
Head Start in Micronesia.
Young Children, 1972, 27(6):346-349.
HS200409

In this article the director of the Head Start Leadership Development Program in Micronesia describes the Head Start programs under her supervision.

Index codes 3 20 26 82

1418 Wohlford, Paul.
A Narrative of Head Start Parents in Participant Groups.
57p.
1971 ED073824

Sensitivity training groups rarely have been conducted among people of low income. A modification of the laboratory training method, here called the "participant group method," was used with low-income Black parents of Head Start children to demonstrate under what conditions participant groups might be helpful to parents and their children. Eight different groups, each met twice a week for eight weeks within the context of either helping the child with language skills at home or helping the parents with their problems of child-rearing. Parent trainers worked in teams of two, including a mother from the community. Both fathers and mothers participated. Most groups succeeded in engaging the parents' participation in child-rearing or related discussions, as judged from the attendance and the group process data. In conclusion, the participant group method seems to be a very effective vehicle to deliver community-clinical psychological services directly to low-income parents for educational, remedial, and preventive functions regarding their preschool children.

Index codes 1 12 7 15 17 26 16 83

1419 Wohlford, Paul.
An Opportunity in Community Psychology: Psychological Services in Project Head Start.
Professional Psychology, 1972, 3(2).
HS200410

This paper is an appraisal of Head Start psychological services over the past five years and a discussion of some new models emerging from the program.

Index codes 81 3 20

1420 Wohlford, Paul.
An Overview of the Parent Project.
6p.
1972. ED069390

An overview is presented of the final report of the Parent Project, which sought to demonstrate whether participant group methods are suitable for helping low-income parents help themselves and their preschool children in Head Start. The nature, rationale, and interrelationships among the various components of the project are specified. The first part of the report reviews studies to prepare measures for the Parent Project--the invention, refinement, and replication of appropriate research instruments to use with the basic panel of Parent Project families who were to receive the participant group intervention. Part II deals with the studies of family dynamics and socialization with Parent Project evaluation methods and families. In Part III, a review is given of the Head Start parents in the participant groups, with five sources of evaluative data assessing the effects of the participant group meetings, including the mothers' and childrens' pre- and post-test changes, parents' attendance at meetings, the content or process of the meetings, and data from a questionnaire study.

Index codes 1 7 15 17 83

1421 Wohlford, Paul.
Head Start Parents in Participant Groups.
Journal of Applied Behavioral Change, 1974, 10(2):222-249.
HS200411

This is a discussion of the use of the "participant group method" with low-income parents of Head Start children. Parent trainers were used to help parents increase children's language and social skills.

Index codes 1 15 82

1422 Wohlford, Paul.
Recent Changes in Head Start Psychological Services.
Journal of Clinical Child Psychology, 1975, 4(1):10-13.
HS200412

This report summarizes four areas of concern to Head Start psychological services: the revised Head Start policies, new legislation regarding handicapped children in Head Start, relevant Head Start activities and future legislation.

Index codes 3 8 20 82

Wohlleb, Cynthia.
Wolfe, Barbara.
For other entries by these authors see Index of Co-authors.

1423 Wolff, M.; Stein, A.
Head Start Six Months Later.
Phi Delta Kappan, March 1967, 349-351.
HS100414

The "Six Months Later" study made in the fall of 1965 compared kindergarten children who had participated in Head Start with their classmates who had not.

Index codes 82 1 21

Wolff, Max.
For other entries by this author see Index of Co-authors.

1424 Wolman, Marianne; et al.
Evaluating Language Development in Two Head Start Groups.
Elementary English, 1969, 46(4):500-504.
HS100415

This article describes the development of methods for evaluating the effectiveness of the curriculum at two Head Start neighborhood-based programs and at one Head Start school-based program. The groups of children were tested and examined along the dimension of languge development in order to devise methods for following its growth and to discover whethere there were measurable differences between the programs.

Index codes 2 23 13 82

1425 Wooden, H.
Volunteers, Head Start Children, and Development.
Academic Therapy, 1976, 11(4):449-454.
HS200416

This study investigated the possibility of using nonprofessional volunteers trained in motor, perceptual and verbal exercises for preschool children to serve in alleviating these possible deficiencies in young children and resulting in an increase of their total I.Q. score.

Index codes 1 12 24 82

Woodward, J. Arthur.
For other entries by this author see Index of Co-authors.

1426 Wortham, Sue C.
Federal Efforts to Promote Innovative Schooling: Can They Succeed.
Paper presented at the Annual Meeting of the Southwest Educational Educational Research Association, Austin, Texas, February 11-13, 1982. 14p.
ED212606

It is doubtful that federal programs are effective in initiating and maintaining improvments in education. Longitudinal studies of Head Start children and other studies commissioned by the Department of Education have indicated no proof that schools improved as a result of these federally funded programs. Project Development Continuity (PDC), initiated in 1974-75, is a case in point. The aim of PDC was to promote continuity in educational and comprehensive child development services for children making the transition from Head Start to elementary schools. The project was implemented in twelve racially and ethnically diverse communities. Although initial project evaluation results have shown that PDC had a positive impact on parents, teachers, and school curricula, an important goal of the project, to develop innovative program models that can be replicated in other sites, may not be realized. From observing three PDC sites, factors that preclude dissemination of strong program models become apparent. They include frequent school staff turnover, competing federal and state programs, and shifting political and socioeconomic factors in the community. Problems originating in the federa bureaucracy also cause delays and confusion.

Index codes 2 6 7 13 81

1427 Wyatt, Flora; Campbell, Connie.
Ten Years of Follow Through: What Have We Learned?
Paper presented at the 26th Annual Meeting of the International Reading Association, New Orleans, Louisiana, April 27-May 1, 1981. 22p.
ED205907

The Follow-Through Program epitomizes many of the successes and failures of federally funded compensatory education. The program, designed to "follow through" in grades kindergarten through three on the documented gains of disadvantaged children graduating from Head Start, emergod as a Planned Variation Experiment that systematically compared pupils enrolled in a variety of programs based on innovative educational models. The purpose was to find the best methods for educating poor and minority students. An evaluation of the Follow Through Program showed that it was not as successful as was hoped: the various dynamics operating within the individual classrooms and schools influenced children's achievement more than any one educational approach or set of materials. However, some of the Follow Through models and similar programs for low-income children have produced results in a number of individual sites across the country. The characteristics of these successful models include outstanding leadership on the part of administrators, the ability to identify failure of past experiences and recognize the need for changing the model, the careful use of research and evaluation of elements of the instructional model, systematic teacher inservice training, and strong community support and political advocacy.

Index codes 81

1428 Yankelovich, Daniel.
Detailed Findings of Study to Determine Effects of CAP Programs on Selected Communities and Their Low-Income Residents.
231p.
1967. HS100763

The effect of Community Action Programs on poor people and their communities was the subject of a study commissioned in 1966 by the Office of Economic Opportunity. Nine communities nationwide were examined. Data are derived from interviews with participants in programs, nonparticipants in the same neighborhoods and community leaders. They concern tangible and intangible benfits, reasons for nonparticipation and characteristics of the neighborhoods and populations served. Data from families interviewed (tables 28-29, and 32-41) show participation in Head Start and the direct and indirect benefits dervied. Tables 10 and 11 of data from community leaders show benefits as perceived by public and private officials, business leaders and the press.

Index codes 99 82

1429 Yater, A.; et al.
Factor Analytic Study of Pari Responses of Mothers of Head Start Children.
Psychological Reports, 1968, 22(2):383-388.
HS100603

Parental attitudes toward child rearing was the subject of this study. Mothers of Head Start children were evaluated using the Parental Attitude Research Instrument. The analysis yielded 3 factors: authoritarian-control, demonstrated attitudes, and hostility-rejection. Since these dimensions are substantially the same as those emerging from previous factorial studies of parental attitudes among other groups of mothers, the findings are interpreted as suggesting that cultural attitudes toward child rearing may be the object of consideration rather than attitudes sponsored by specific groupings of mothers.

Index codes 81 1 15 81

1430 Yater, Allan C.; et al.
Goodenough-Harris Drawing Test and WPPSI Performance of Disadvantaged Preschool Children.
Perceptual and Motor Skills, 1971, 33:967-970.
HS200768

Analysis of the performance of 48 disadvantaged preschool childre on the Goodenough-Harris and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) showed that both tests yielded IQ estimates below the respective norm groups for both instruments. Goodenough-Harris IQ's were in the dull-normal range, while WPPSI IQ's were in the normal range. The Man and Woman scales were not equivalent measures and neither appeared to be an adequate predictor of WPPSI IQ levels.

Index codes 2 21 82

1431 Yater, Allan; et al.
A Comparative Study of WPPSI and WISC Performances of Disadvantaged Children.
Journal of Clinical Psychology, 1975, 31(1):78-80.
HS200417

The purpose of this cross-sectional study was to compare and contrast performances on the WPPSI and the WISC to determine the concurrent validity of the two instruments at three age levels. Sixty black, disadvantaged children from Head Start and Follow Through classrooms served as subjects.

Index codes 2 24 82

Yater, Allan.
For other entries by this author see Index of Co-authors.

1432
Yeshiva University. New York.
Preschool Education, A Selected Bibliography.
11p.
1967. ED012293

This selected bibliography contains works on the preschool education of the disadvantaged child. General discussions of preschool education are followed by separate sections of relevant research, descriptions of specific preschool programs, and reports and discussions of project headstart. The more than 130 works cited include journal articles, books, doctoral dissertations, speeches, and program reports and proposals. Most of these published and unpublished works were produced during the 1960's, and where relevant, the citations contain the number of references included and offer information about where to obtain an unpublished work, for example, an author's professional affiliation or to what a group a speech was presented.

Index codes 3 17 13 81

Yonkers, Ann H.
For other entries by this author see Index of Co-authors.

1433 Young, Barbara W.
Nova University. Fort Lauderdale, Florida.
Identification of the Critical Behaviors for the Child Development Associate, Competency Areas I, III and V, Based on A Comprehensive Model of Competence for the Brevard Community College Training Program.
A Companion Major Applied Research Project presented to Nova University in partial fulfillment of the requirments for the degree of Doctor of Education. 156p.
ED212360

Behavioral criteria for (1) determining Child Development Associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 1, 3, and 5 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL), evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (information, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications, and recommendations. Additional related material is provided in appendices.

Index codes 1 12 81

1434 Young, James Clayton.
A Regional Investigation of the Effective Utilization of Teacher Aides in Head Start Centers.
Dissertation Abstracts International, 1971, 32(4-A):1763.
HS200418

This investigation of the useof teacher aides in Head Start programs looks at the aides' individual profiles, training, responsibility, and career development.

Index codes 1 12 83

1435 Young, William T.
Musical Development in Preschool Disadvantaged Children.
Journal of Research in Basic Education, 1974, 22(3):155-169.
HS200419

This study investigated the effect of a structured program of musical training on the musical abilities of preschool children from disadvantaged backgrounds. Subjects were drawn from Head Start classrooms.

Index codes 1 13 21 82

1436 Young, William T.
Stephen F. Austin State University. Nacogdoches, Texas.
Music and the Disadvantaged: A Teaching-Learning Project With Headstart Teachers and Children. Final Report.
290p.
1973. ED110165

This study investigated the effectiveness of a music program designed especially for disadvantaged children and implemented by personnel already involved in the operation of Head Start programs. A total of 12 Head Start centers in Texas and Louisiana were included, 2 of which constituted the control group. Each teacher participated in a 3-day workshop and was supplied with simple instruments, several recordings, and a lesson manual (containing 90 lessons). Subjective and objective evaluations of the teachers were made during the workshops. Measures of final ability and amount and percentage of improvement were used to determine the progress of the 76 experimental and 33 control children. Individually, the experimental children showed comparatively fewer regressions and far more individual improvement than did the control group. It was found that Head Start teachers, given minimal training and direction, produced substantial improvement in the music ability of their children. The report is divided into three sections: (1) introduction and methods, (2) results, and (3) conclusions and recommendations. Appendixes make up two-thirds of the report and include source materials and the full teaching manual.

Index codes 1 13 83

1437 Zamoff, Richard B.
Healthy, That's Me--Evaluating Use of Health-Education Materials for Preschool Children.
Child Welfare, 1975, 54(1):41-46.
HS200420

This article reports on an evaluation of the use of a health education curriculum guide during a year's use in a group of Head Start centers.

Index codes 1 13 5 82

Zamoff, Richard B.
For other entries by this author see Index of Co-authors.

1438 Zigler, Edward.
A National Priority: Raising the Quality of Children's Lives.
Children, 1970, 17(5):166-170.
HS200421

In this article the Director of the Office of Child Development emphasizes his agency's commitment to improving the lives of children through comprehensive programs such as Project Head Start.

Index codes 3 20 81

1439 Zigler, Edward.
Learning From Children: The Role of OCD.
Childhood Education, 1971, 48(1):8-11.
HS200424

This is a discussion of some of the areas of early childhood education which the Office of Child Development is currently investigating.

Index codes 3 20 82

1440 Zigler, Edward.
Contemporary Concerns in Early Childhood Education.
Young Children, 1971, 26(3):141-156.
HS200423

This is an address given by Zigler at the 1970 Confrence of the National Association for the Education of Young Children. Mr. Zigler discusses Head Start's beginning and problems of defining and evaluating goals. Also discussed is the issue of a national day care program.

Index codes 3 12 18 82

1441 Zigler, Edward.
Children's Needs in the 70's: A Federal Perspective.
18p.
1971. ED060946

The Director, Office of Child Development (DHEW), discusses the nation's treatment of its children. The shortcomings of the country and society are described in relation to the treatment of foster children, adoption laws, children's institutions, and the attack on Head Start. Director Zigler states that a look at the goals of the Head Start program shows that what has been achieved is quite impressive. He further states that he believes that it is the most important social action effort ever mounted on behalf of needy children in this country. He forsees a progression from Head Start to types of centers that would provide a variety of services for children, one very important one being day care. These centers of the future, he feels, must be heterogeneous in terms of socioeconomic classes. What this nation must do, Director Zigler says, is develop an entirely new cadre of child care workers, along with more circumscribed training which will receive formal recognition. He also recommends that this nation develop centers to help parents in the parenting function; we should insist, he states, that as part of high school life, every adolescent receives courses in parenting--tutoring children and working in day care centers. Other help for parents will be through programs such as Homestart and a "Sesame Street" for parents.

Index codes 3 15 16 12 18 21 13 6 5 3 20 12 81

1442 Zigler, Edward.
Child Care in the 70's.
Inequality in Education, December 1972, 13:17-28.
HS200422

This state of the art paper touches on aspects of child care: legislative issues, and major types of child care (Head Start, day care for working mothers). Head Start, its positive influences, cognitive emphasis, health component, and its future are discussed at length.

Index codes 3 12 82

1443 Zigler, Edward.
Miracle Workers Need Not Apply.
Urban Review, 1973, 6(5-6):38-43.
HS200425

This article presents an interview with Dr. Edward Zigler in which he discussed: (1) ideal Head Start; (2) success of Head Start; (30 concept of Home Start; (4) cost of child care; (5) implications of national child care program; and (6) Federal standards on day care.

Index codes 3 12 14 18 82

1444 Zigler, Edward.
Project Head Start: Success or Failure?
Children Today, 1973, 2(6):36.
HS200426

In this article, the author attempts to illuminate the controversy surrounding Head Start and addresses the broader question of what compensating programs can and should achieve. Emphasis is placed on Head Start's goals--other than intellectual--in the areas of social competence and health.

Index codes 3 12 82

1445 Zigler, Edward.
Yale University. New Haven, Connecticut.
Has It Really Been Demonstrated that Compensatory Education Is Without Value?
American Psychologist, September, 1975, 30:935-937.
HS200874

In this letter to the editor, Edward Zigler takes issue with contention that compensatory education is without value. Th that " . . . whether Head Start is a failure or not remains empirical issue which demands more consideration than Cornba given to it."

Index codes 82 3

1446 Zigler, Edward.
The Effectiveness of Head Start: Another Look.
Educational Psychologist, 1978, 13:71-77.
HS200677

The author presents evidence to refute negative evalutions that have been made against Head Start programs. It is argued that long-term effects of early intervention may depend on the degree to which parents are involved and whether the schools follow the preschool program with further intervention. It is recommended that more money be spent on worker training, that non-poor children be included, and that innoculation services be added.

Index codes 1 11 15 12 81

1447 Zigler, Edward, ed.; Valentine, Jeanette, ed.
Project Head Start: A Legacy of the War on Poverty.
New York: MacMillan; 1979. 610p.
1979. ED183266

This book aims to provide a comprehensive history and analysis of the operation and evolution of Project Head Start. The volume consists of 23 original articles covering program histroy, the preschool education and developmental components of Head Start, and Head Start program development and evaluation. In Part One, the histroical roots of Head Start, the intellectual and political climate of the 1960s, leadership within the Johnson Administration and the role of early planners and administrators are discussed. An overview of the program's first decade in operation is provided. Philosophy, implementation, curriculum models and educational assessment of preschool eduation within Head Start are explored in Part Two. Part Three focuses on health, mental health and social services as part of a comprehensive developmental program. Additionally, the social context of parent involvement and career development are delineated. In Part Four, special field projects among American Indians, Puerto Ricans and residents of the Trust Territory are briefly discussed as well as program development and administration. Part Five describes and presents findings of project evaluations. Parent perspectives on the program are also presented. Finally, project theory and practice are critiqued and problems of program evaluation are indicated. A bibliography consisting of materials on Head Start published between 1965 and 1975 is included.

Index codes 99 83

1448 Zucker, Joseph S.; Stricker, George.
Impulsivity-Reflectivity in Preschool Head Start and Middle Class Children.
Journal of Learning Disabilities, 1968, 1(10):578-584.
HS100427

This study sought to determine differences between lower class Negro and middle-class white children in perceptual tempo, as well as to investigate Kagan's procedure for preschool children. Subjects were Head Start students; they were administered the Matching Familiar Figures Test, as was a control group of middle-class preschoolers.

Index codes 1 21 82

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INDEX OF SUBJECTS--(EXPLANATION)

Each document in this bibliography was indexed by type of information (code numbers 99 and 1-4) and by topic (code numbers 5-26). In addition a code number (81-84) was added to indicate the form in which the item exists in the Head Start Library.

The following is an explanation of the code numbers.

Code

99 Major Evaluation

1 Research--Documents that present descriptive data, and/or research findings. All documents that include data or findings are coded research, even those that also include tests, bibliographies and policy analyses.

2 Research-related--Documents that discuss research plans, methodology, tests, questionnaires and bibliographies, but do not include data or findings.

3 Policy/planning--New analyses, position papers, newpaper articles and speeches that discuss issues related to Head Start. Include those that refer to research but do not present findings of data.

4 Legislation--Most documents in this category appear in the Annotated Bibliography of Head Start Related Congressional Documents. This category includes actual legislation, Congressional Hearings, House and Senate Reports and Committee Prints.

5 Health--refers to studies of the screening, diagnosis, and treatment of the medical needs of Head Start children. It includes studies of nutritional, preventive health care including immunization, dental care, and mental health care (including psychological testing and referral services).

6 Community Impact--refers to the effects of Head Start on the neighborhood or community. It includes studies of the relationship of Head Start to other social services, the schools, and other community institutions.

7 Family Impact--refers to studies of both the effect of Head Start on families (e.g., the employment of mothers, the ability of families to care for their children) and the effect of the family structure, behavior patterns, and support on the Head Start program and child performance. It includes studies of parental attitudes and childrearing practices.

8 Handicapped--refers to all studies of Head Start services to handicapped children and of the performance of handicapped children enrolled in Head Start. It include studies of diagnoses and special services.

9 Home Start--refers not only to studies of the "Home Start" program, but also to studies of other preschool services provided to children and their families at home.

10 Follow-Through--refers to studies of the Follow-Through program (kindergarten through grade 3) services and the performance of children enrolled in Follow-Through.

11 Long-term effects--refers to studies of the effects of Head Start that persist beyond the completion of third grade. It includes studies of school retention, school performance, school placement, as well as subsequent social adjustment.

12 Management--refers to studies of staff training, staffing, program organization and implementation, budgeting, and accounting.

13 Teaching methods--refers to studies of Head Start curriculum content, materials, teaching techniques, program content and structure. It includes the Planned Variation studies.

14 Costs--refers to data that describe the costs of Head Start services and programs, that examine sources of funding and that present cost/benefit evaluations.

15 Parent Participation--refers to studies that explicitly examine the kind and amount of parent participation in Head Start and on its effects on child performance or families. Note that it is a required component often referenced, but should be coded only when findings or data are presented. Include studies of parent attitudes.

16 Social/Emotional Development--refers to studies of social adjustment, self-esteem, locus of control, personality, self-concept, attitudes, values and emotional health. It can include studies of school adjustment, delinquent behavior and other forms of social adjustment.

17 Poverty--refers to studies of the economic status and progress of Head Start families and the problems associated with the disadvantaged status of Head Start children.

18 Day Care--refers to services that provide essentially custodial care for preschool children; that is, that do not include the instructional component of Head Start. It should include, however, extended day services provided by Head Start for the children of working parents.

19 Social Behavior--refers to classroom adjustment, play and studies of behavior problems, e.g., hyperactivity, aggressiveness.

20 Services Provided--refers to descriptive information on the type of services provided, the number of children served and their characteristics, etc.

21 Cognitive Development--is a general term used to refer to sudies of intellectual growth that either 1) include all three of the specific areas listed in 22, 23 and 24, or 2) are directed at other areas of development such as attention or academic achievement.

22 Cognitive Development - Reading--refers to studies of reading readiness and reading performance.

23 Cognitive Development - Language--refers to studies of written and oral language development and performance. Includes studies of audiotory skills.

24 Cognitive Development - I.Q.--refers to studies of aptitude or ability, often recognizabel by the test given--the Stanford-Binet, the Weschler, ...

25 Bilingual--refers to studies of children for whom English is a second language (includes not only Spanish, but many other dialects).

26 Special Populations--refers to groups such as American Indians, refugees, Alaskans, etc. Other special populations such as handicapped children and bilingual groups with other unique codes.

The following indicate form codes:

81 Not in Head Start Library.

82 In Head Start Library in hard cover only.

83 In Head Start Library in microfiche only.

84 In Head Start Library in both hard cover and microfiche.

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